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ABSTRACT

Twenty-seven documents identified as critical to relating school-to-work to Ohio's public education system were analyzed to determine their topic emphasis. The Ohio School-to-Work Glossary, School-to-Work Opportunities Act, Goals 2000, Ohio Teacher Standards, and Ohio Curriculum Standards were used to develop a 10-category framework for the analysis. The documents were scanned, converted into Microsoft Word-readable files, and analyzed with VBPro to categorize their content in accordance with the project-developed category framework. The analysis results were used to develop various tables and figures that allow users to locate specific words, determine the frequency with which they are used in the documents as a set and individually, and determine the primary topics emphasized in a document. Among the main conclusions of the content analysis were the following: (1) the documents place a very high emphasis on academics and learner standards; (2) higher education, parental and community involvement, and work-based learning are also emphasized, but to a much lesser extent than academics and learner standards; (3) lifelong learning receive the least emphasis; and (4) the orientation of the materials is more heavily school based than work based. (Fifty-one tables/figures constitute the bulk of this document.) (MN)

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Ohio School-to-Work Continuation Grant
College of Education
The Ohio State University

U.S. DEPARTMENT OF EDUCATION
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Introduction to the Summary of Topic Emphases in Documents Relating School-to-Work to the Public Education System in Ohio

This summary of topic emphases in documents relating School-to-Work to the public education system in Ohio is intended to assist users by excerpting the salient outcomes from the mass of data compiled by content analysis of the twenty-seven documents identified as critical by the Advisory Committee of Experts for the School-to-Work Continuation Grant to The Ohio State University College of Education. The experts include:

- Nancy Zimpher, Executive Dean
  College of Education, The Ohio State University

- Gene Harris, Deputy Assistant Superintendent of Public Instruction
  Ohio Department of Education

- Nancy Eberhart, Director, Professional Development
  Ohio Department of Education

- John Tafel, Director of Academics Initiatives, Education Link
  Ohio Board of Regents

- Ray Ryan, Associate Professor
  Workforce Education and Lifelong Learning
  The Ohio State University

- Vicki Melvin, Associate Director
  Division of Vocational and Adult Education
  Ohio Department of Education

- Joanna Kister, Director
  Division of Vocational and Adult Education
  Ohio Department of Education

- Frank Schiraldi, Assistant Director
  Curriculum and Instruction
  Ohio Department of Education

- Charlotte Coomer, Professional Development Coordinator
  Division of Vocational and Adult Education
  Ohio Department of Education

- Linda O'Connor, Director
  Ohio Industrial Training Program
  Ohio Department of Development

- Elaine Edgar, Administrator for Tech Prep Programs
  Ohio Board of Regents

- Bill Bigelow, Director
  Vocational Education, Columbus Public Schools

The Methodology

The methodology selected for the content analysis of the documents forming the database is as follows:

- The Ohio School-to-Work Glossary was selected as an objective platform for the analysis, given its development by a team of experts and its acceptance by Ohio School-to-Work officials.

- It was recognized that four other sources provide principal organizing categories of critical interest in relating School-to-Work to public education in Ohio: The School-to-Work Opportunities Act, Goals 2000, the Ohio Teacher Standards, and the Ohio Curriculum Standards.

- A framework of categories titled the Ohio Educational Framework was generated from these combined sources.

- Each term in the glossary was coded into one or more of the following ten categories:

  - School-based learning
  - Work-based learning
  - Connecting activities
  - Assessment and evaluation
  - Policy and legislation
  - Professional development
  - Parental and community involvement
  - Lifelong learning
  - Learning Standards
  - Higher education

- Each category was treated separately, with no comparison across categories.

- A frequency count of words was obtained for each document, and the glossary words were summed by category to yield a category count.

- The frequency count for each document was scanned for non-glossary words related to School-to-Work, and these words formed a supplemental list (example: the words "department" and "improvement.").

- A table was added for documents in the database to show the frequency count of both glossary and supplemental list words.

The procedures for implementing the content analysis involved operationalizing the methodology in ways consistent with the methodology selected. Procedural steps of note include the following:

- Coding the terms in the glossary into categories was carried out by a project staff member with expertise in School-to-Work and was independently coded for review purposes by a second individual with similar expertise.

- Documents were electronically scanned in their entirety and were converted from ASCII files to files readable in Microsoft Word. All files were edited against the originals to assure that the material had scanned in completely and was represented in usable form.

- Frequency counts were obtained with the use of VBPro software for content analysis.

- Designation of words for the supplemental list as "related" was made by staff judgment. In a number of cases, this judgment was made with the assistance of the software option to display the word in its context.

The Framework of Documents

A framework series of five volumes contains content analysis information arranged by document. For each of the 27 numbered documents, a person could seek the following detail:

- A table displaying, by order of frequency of appearance, the words in the document after non-significant words were eliminated.

- A table (marked by number .1) arranging the words in their related frequencies in alphabetical order of the words. This table enables the reader to locate specific words easily to check their frequency count. (For example if the reader wants to know if "global" or "international" are key words in the School-to-Work Opportunities Act, he/she would look for these words in this table and discover that "global" is not mentioned at all, and "international" only once.)

- A table (marked by number .2) numbering, by order of frequency, the 20 most frequently used words in the document. This table is most useful to determine the primary topics emphasized in the document.

- A figure graphing the frequencies by the categories of the Ohio Educational Framework.

The Summary of Topic Emphases

This summary excludes the detail that might be considered so cumbersome as to obscure the meaning of the frequencies. It includes only two items per document:

The table numbering, by order of frequency, the 20 most frequently used words in the document, useful in highlighting the primary topics emphasized in the document.

The figure graphing the frequencies by the categories of the Ohio Educational Framework. This figure shows the frequency count of the category on the vertical axis. It shows the category number on the horizontal axis. This number is matched to a category label by a key.

Conclusion

If these twenty-seven documents fairly represent the framework of education in Ohio, the analysis indicates a very high emphasis on academics and learner standards relative to the other components. At a much lower level, secondary emphases on the summary are shown for higher education, parental and community involvement, and work-based learning. The component with the least emphasis is lifelong learning.

It should be noted for users of the framework that it might be natural that the orientation of the materials is more heavily school-based than work-based. One measure of the progress made by expanded School-to-Work efforts might be a reduction of this disparity as a more balanced alignment of components is achieved.

The Advisory Committee of Experts is invited to review the summary of information provided by the content analysis, to consider ways to use it, to dialogue about it, and to generate any inferences and recommendations that might be helpful. Others beyond the committee could well be drawn into the dialogue so that the content analysis that produced the framework would be used as an analytical tool to promote discussion about the desired emphases and direction of education in Ohio.

OHIO EDUCATIONAL FRAMEWORK

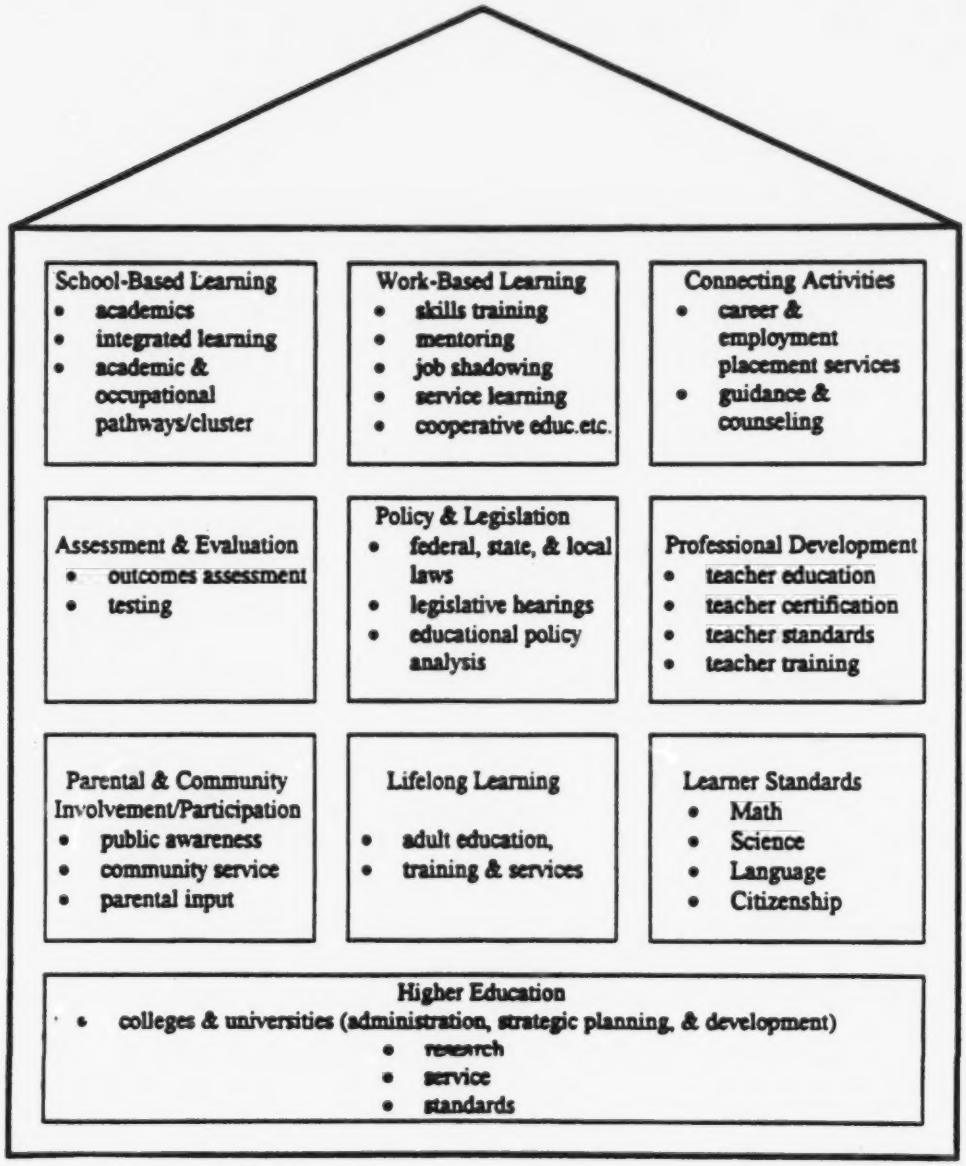
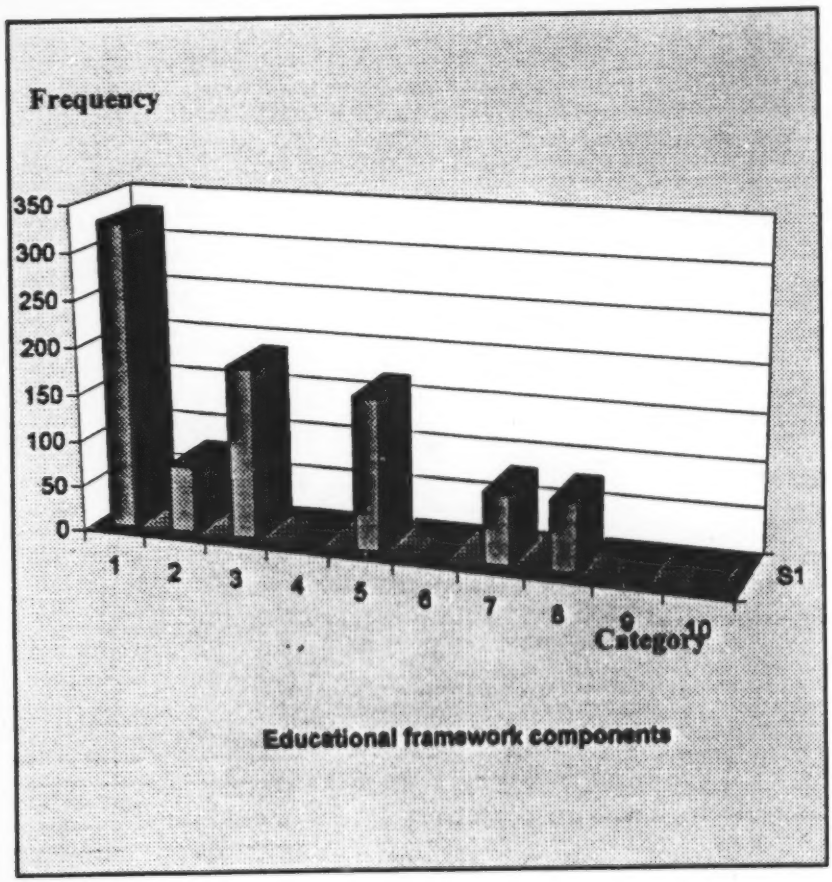


Table 1. A summary of items with the highest frequency (FRQ) in the *Department of Education* from *The State Government Book: A Program Inventory of the State of Ohio's Cabinet Departments for Fiscal Years 1994 and 1995*, Ohio Office of Budget and Management, 1994, pp. 33-74.

Item	Frequency (FRQ)	Percent (%)
1. Program	332	2.558
2. School	329	2.536
3. Education	265	2.042
4. Services	186	1.438
5. District(s)	167	1.287
6. Children	123	0.948
7. Funding	115	0.887
8. Ohio	113	0.872
9. State	112	0.863
10. Student(s)	108	0.832
11. Department	98	0.755
12. Public	77	0.593
13. Training	75	0.578
14. Funds	74	0.570
15. Population(s)	70	0.540
16. Authority	63	0.485
17. Federal	55	0.424
18. Local	48	0.370
19. Vocational	47	0.362
20. Assistance	43	0.331

Figure 1. Ohio Dept. of Education: The State Government Book: A Program Inventory of the State of Ohio's Cabinet Departments for Fiscal Years 1994 and 1995.



Category Key

1. school-based learning
2. work-based learning
3. connecting activities
4. assessment & evaluation
5. policy & legislation
6. professional development
7. parental & community involvement
8. lifelong learning
9. learner standards
10. higher education

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Table 2. A summary of items with the highest frequencies in *Standards for Ohio Schools.* Ohio Department of Education, December 10, 1995.

Item	Frequency (FRQ)	Percent (%)
1. Learner(s)	603	1.900
2. Education	455	1.711
3. School(s)	420	1.882
4. District(s)	281	1.063
5. Service(s)	262	0.985
6. State	211	0.795
7. Board	170	0.640
8. Program(s)	158	0.595
9. Parent(s)	157	0.591
10. Hearing(s)	140	0.521
11. Educational	127	0.479
12. IEP's	124	0.466
13. Rule	124	0.466
14. Code	113	0.426
15. Special	98	0.370
16. Vocational	94	0.353
17. Disability	83	0.312
18. Administrative	81	0.305
19. Agency	69	0.260
20. Standards	64	0.242

Figure 2. Standards for Ohio Schools.

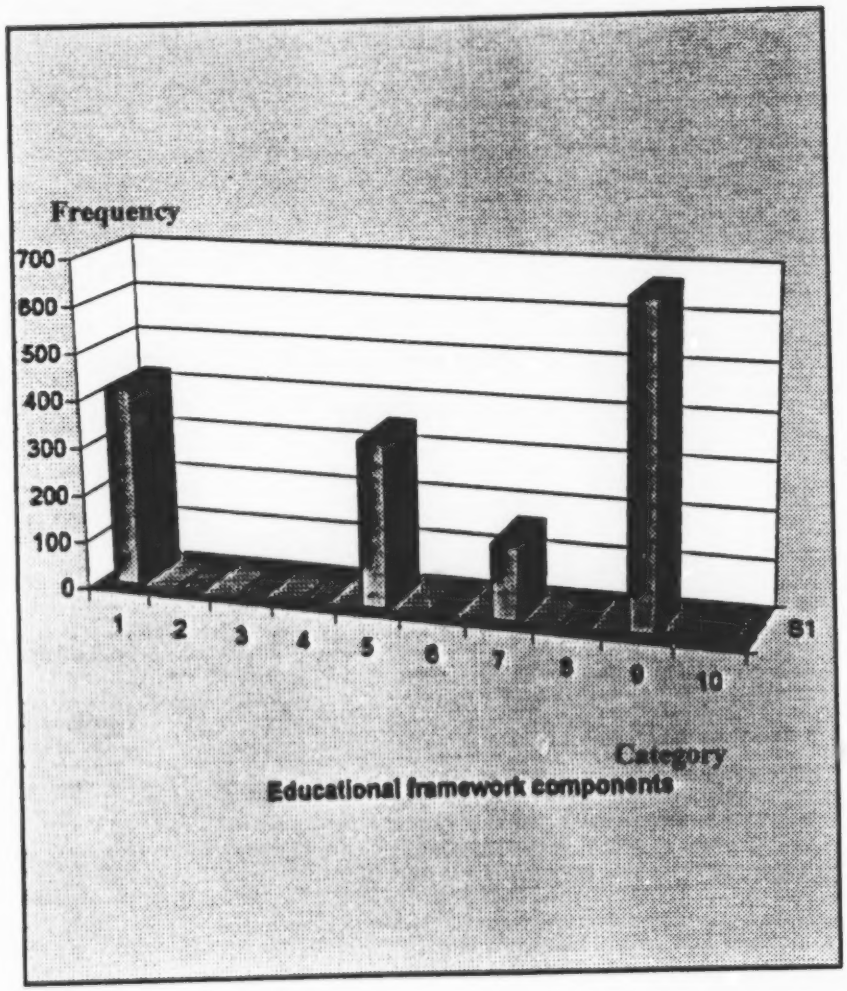

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Table 3. A summary of items with the highest frequency (FRQ) in *The National Education Goals Report: Building a Nation of Learners*. The National Education Goals Panel, 1994.

Item	Frequency (FRQ)	Percent (%)
1. School(s)	1298	2.346
2. State(s)	1021	1.841
3. Student(s)	888	1.603
4. High	658	1.186
5. Education	634	1.145
6. Reduced	566	1.021
7. Public	473	0.854
8. Goals	440	0.794
9. Grade	382	0.689
10. Increased	351	0.634
11. Teachers	351	0.634
12. Standard(s)	347	0.627
13. National	338	0.612
14. Performance	332	0.600
15. Achievement	329	0.595
16. Gap(s)	320	0.578
17. Mathematics	298	0.539
18. Data	239	0.432
19. Science	199	0.359
20. Health	193	0.348

Figure 3. The National Education Goals Report: Building a Nation of Learners.

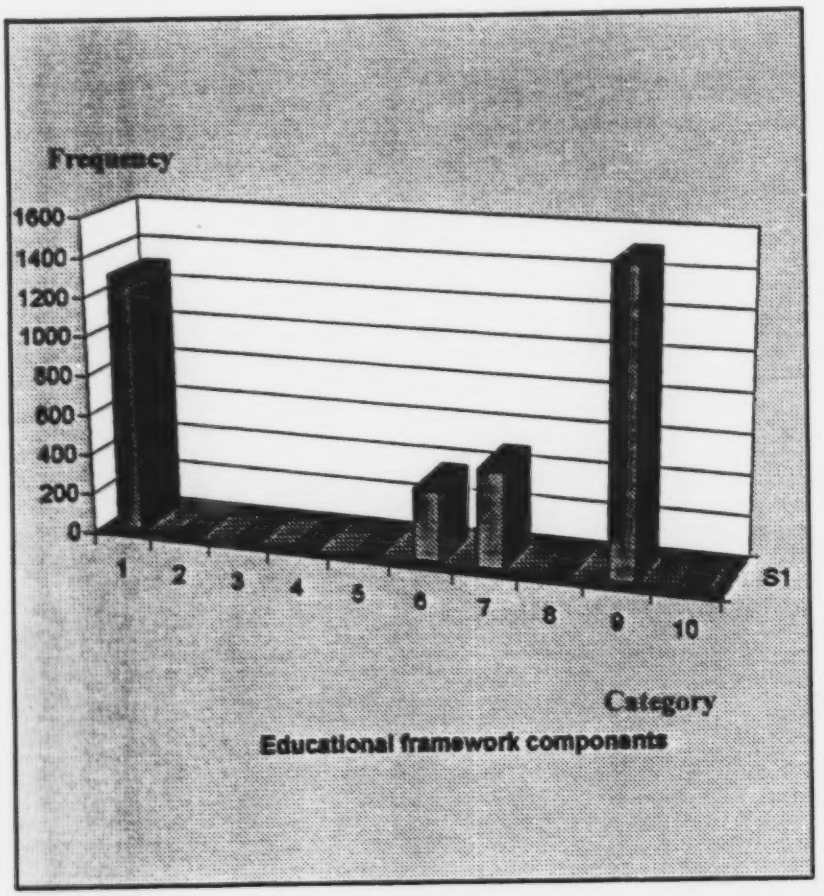

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Table 4. A summary of items with the highest frequencY (FRQ) in *A Proposed Framework for Ohio's Vision for a School-to-Work System.* State Interagency School-to-Work Staff Committee & the Investing in People Project (A-Team), October 27, 1994.

Item	Frequency (FRQ)	Percent (%)
1. Work	97	2.576
2. School(s)	94	2.495
3. Ohio	72	1.912
4. System	63	1.672
5. Program(s)	54	1.433
6. Action(s)	33	0.876
7. Education	31	0.823
8. Standards	29	0.770
9. Skill(s)	25	0.664
10. Local	21	0.558
11. Business	20	0.531
12. Employers	20	0.531
13. State(s)	20	0.531
14. Opportunities	17	0.451
15. Labor	17	0.451
16. Training	15	0.398
17. People	14	0.372
18. Young	14	0.372
19. Industry	13	0.346
20. Performance	12	0.319

Figure 4. A Proposed Framework for Ohio's Vision for a School-to-Work System.

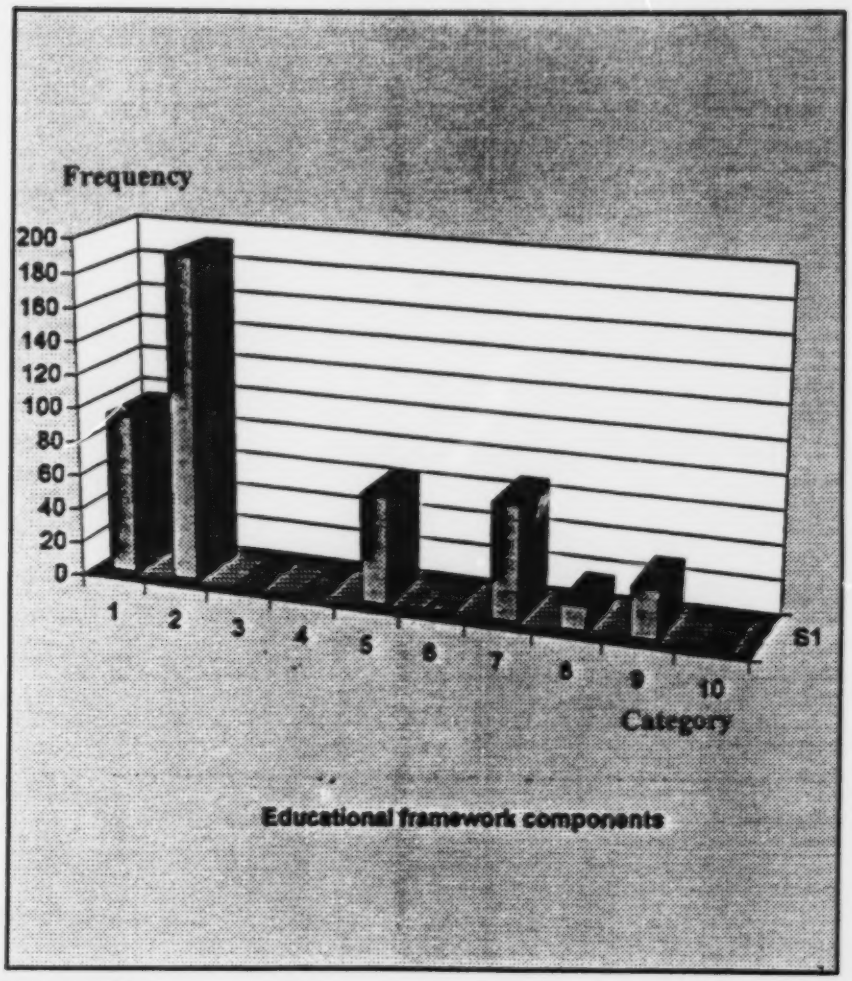

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Table 5. A summary of items with the highest frequencies in *Economics : What and When: Scope and Sequence Guidelines, K-12 Master Curriculum Guide in Economics*.

Item	Frequency (FRQ)	Percent (%)
1. Student(s)	669	1.634
2. Economic(s)	459	1.116
3. Price(s)	374	0.909
4. Level	287	0.699
5. Money	261	0.636
6. Language	241	0.589
7. Goods	228	0.556
8. Government	221	0.536
9. Lesson	218	0.533
10. Services	215	0.521
11. Materials	211	0.515
12. Learning	209	0.511
13. Market(s)	202	0.490
14. Demand	201	0.489
15. Supply	194	0.471
16. People	160	0.386
17. Teaching	155	0.378
18. Income	154	0.374
19. Strategies	143	0.349
20. Economy	142	0.343

Figure 5. Economics: What and When: Scope and Sequence Guidelines, K-12 Master Curriculum Guide in Economics

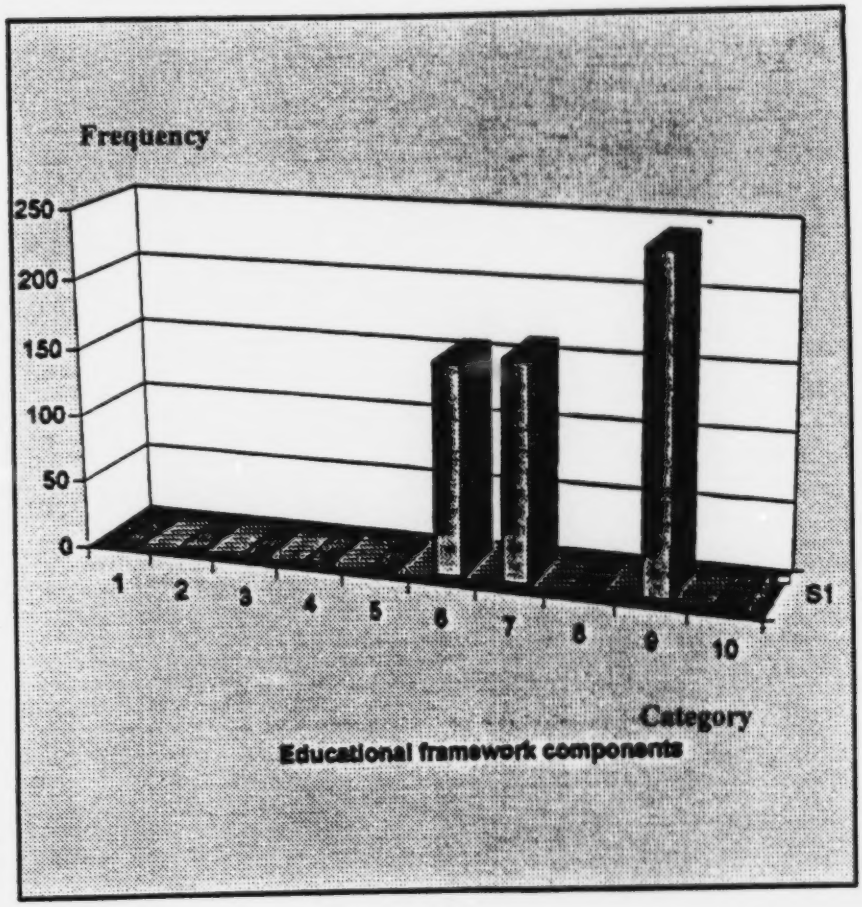

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Table 6. A summary of items with the highest frequency (FRQ) in *Competency-Based Education Assessment Series: Social Studies.*

Item	Frequency (FRQ)	Percent (%)
1. Student(s)	840	2.116
2. Assessment(s)	453	1.140
3. Type(s)	272	0.685
4. Social Studies	248	0.624
5. Objective(s)	238	0.600
6. Competency	232	0.584
7. Grade(s)	228	0.575
8. Performance(s)	215	0.542
9. Government(s)	189	0.477
10. Items	165	0.416
11. Traditional	161	0.405
12. Response(s)	158	0.398
13. Information	154	0.388
14. Learner(s)	150	0.379
15. Instrument(s)	144	0.363
16. Assess(ed)	128	0.322
17. Explanation(s)	125	0.315
18. People	113	0.285
19. Answer(s)	109	0.274
20. Attempt(s)	102	0.257

Figure 6. Competency-Based Education Assessment: Social Studies

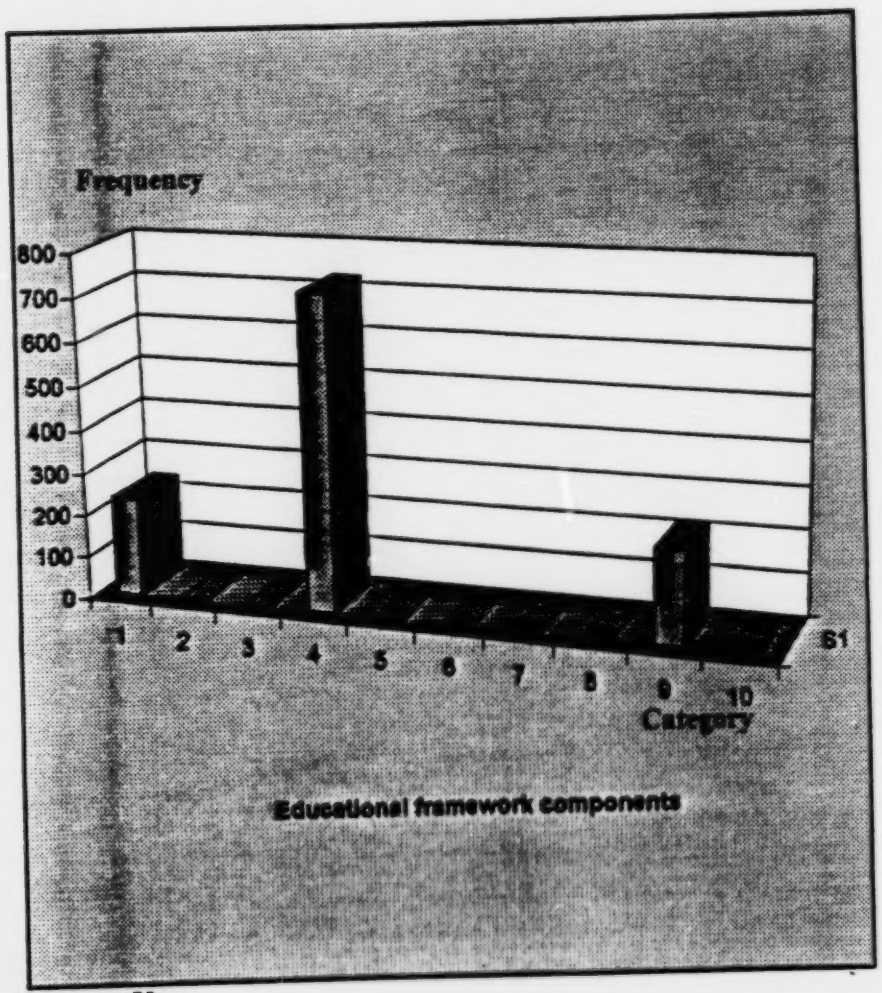

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Table 7. A summary of items with the highest frequency (FRQ) in *Application Guidelines: Ohio School-to-Work.* Ohio School-to-Work Office, April, 1996.

Item	Frequency (FRQ)	Percent (%)
1. Work	69	2.621
2. School	68	2.583
3. Regional	54	2.051
4. System(s)	31	1.177
5. Alliance(s)	30	1.139
6. Ohio	26	0.988
7. Partnership(s)	23	0.874
8. Committee(s)	18	0.684
9. Funds	19	0.722
10. Committee(s)	18	0.684
11. Plan	17	0.646
12. Fiscal	16	0.608
13. Address	15	0.570
14. Executive	15	0.570
15. Agent	15	0.570
16. Based	13	0.494
17. Development	13	0.494
18. Number	13	0.494
19. Coordinator	12	0.456
20. Education	11	0.418

Figure 7. Application Guidelines: Ohio School-to-Work

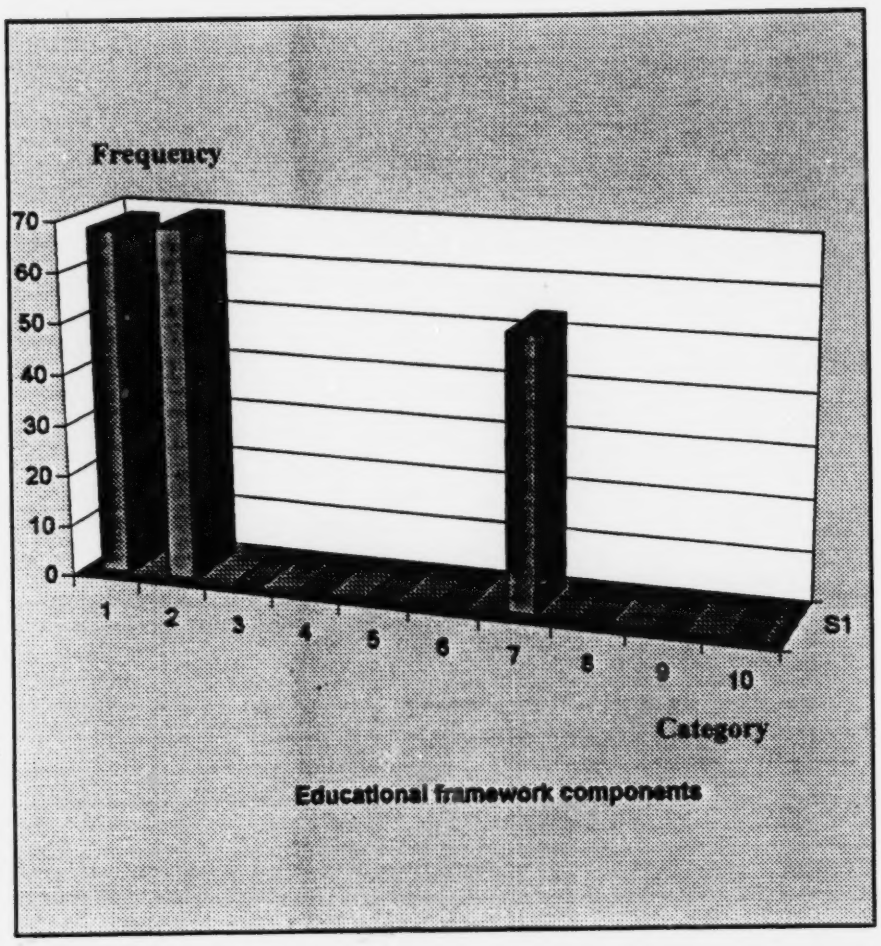

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Table 8. A summary of items with the highest frequencies in *Partnership Resource Directory: Ohio School-to-Work*. Ohio School-to-Work Office, April, 1996.

Item	Frequency (FRQ)	Percent (%)
1. School	277	2.030
2. Work	187	1.371
3. Student(s)	164	1.201
4. Program(s)	163	1.194
5. Career(s)	135	0.989
6. Ohio	135	0.989
7. Education	85	0.623
8. Partnership(s)	87	0.637
9. Local	76	0.557
10. System	74	0.543
11. Development	65	0.476
12. Resource(s)	65	0.476
13. Training	63	0.462
14. State	60	0.439
15. Based	53	0.388
16. County	51	0.374
17. Learning	51	0.374
18. Community	50	0.366
19. Information	44	0.322
20. Industry	43	0.315

Figure 8. Partnership Resource Directory: Ohio School-to-Work

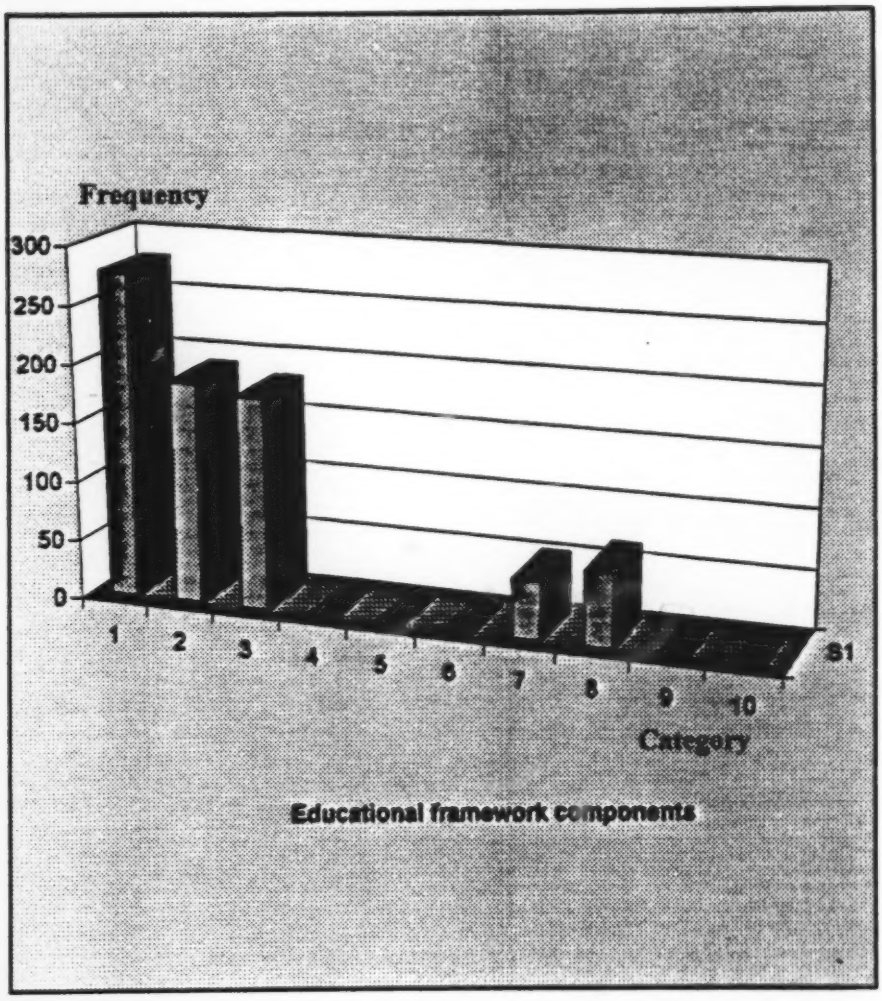

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Table 9. A summary of items with the highest frequency (FRQ) in *The Challenge is Change: Creating the High Performance Campus in Ohio. A Master Plan for Higher Education.* The Ohio Board of Regents, September, 1995.

Item	Frequency (FRQ)	Percent (%)
1. Ohio	217	1.477
2. Education	197	1.340
3. College(s)	159	1.082
4. Higher	138	0.939
5. State	138	0.939
6. Universities	138	0.939
7. Student(s)	130	0.884
8. Campuses	97	0.660
9. Needs	89	0.605
10. Learning	84	0.571
11. Research	76	0.517
12. Public	75	0.511
13. Faculty	60	0.408
14. Change(s)	52	0.354
15. Teaching	50	0.340
16. Future	50	0.340
17. Performance	49	0.333
18. Technology	49	0.333
19. Communities	48	0.327
20. Program(s)	41	0.279

Figure 9. The Challenge is Change: Creating the High Performance Campus in Ohio. A Master Plan for Higher Education.

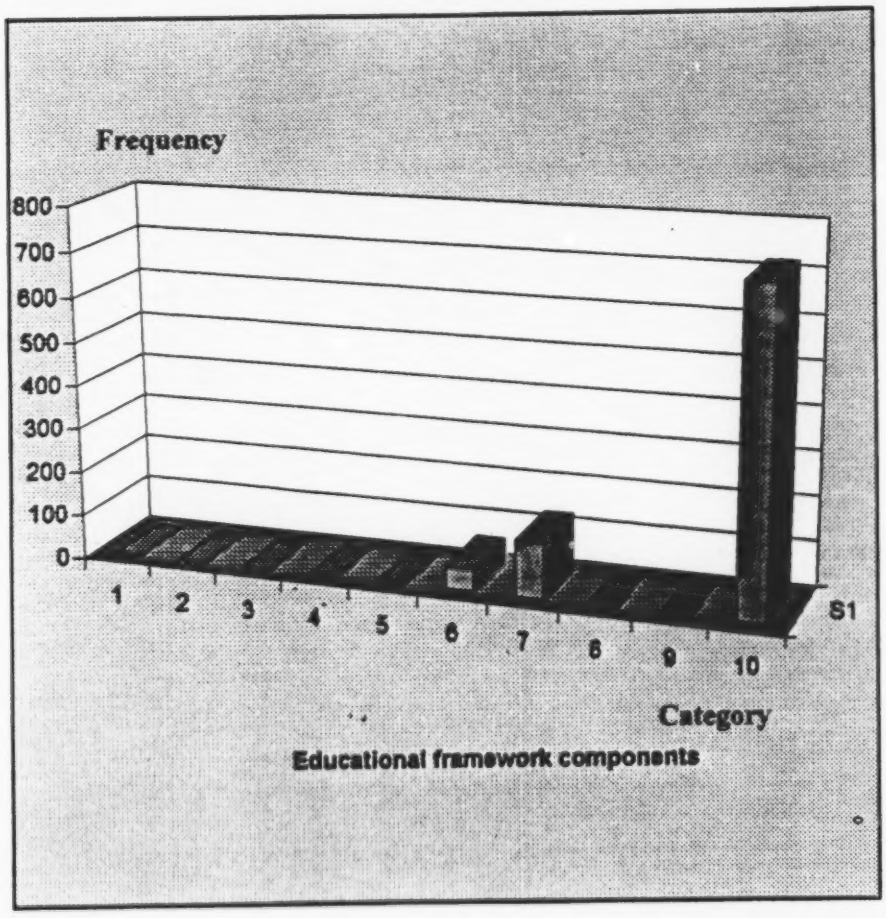

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Table 10. A summary of items with the highest frequency (FRQ) in *Performance Measures for Service Expectations for Ohio's Two-Year Colleges & Regional Campuses*. Ohio Board of Regents, June, 1994.

Item	Frequency (FRQ)	Percent (%)
1. Service(s)	73	1.762
2. Student(s)	65	1.569
3. College(s)	55	1.328
4. Program(s)	42	1.013
5. Community	41	0.989
6. Campus(es)	38	0.918
7. Education	33	0.797
8. Regional	27	0.652
9. Two-year	27	0.652
10. Measures	24	0.579
11. Board	23	0.555
12. Indicators	23	0.555
13. Information	22	0.531
14. Degree(s)	21	0.507
15. Baccalaureate	20	0.483
16. Percentage	19	0.459
17. Assessment	19	0.459
18. Technical	18	0.434
19. Performance	16	0.386
20. Transfer	16	0.386

Figure 10. Performance Measures for Service Expectations for Ohio's Two-Year Colleges & Regional Campuses

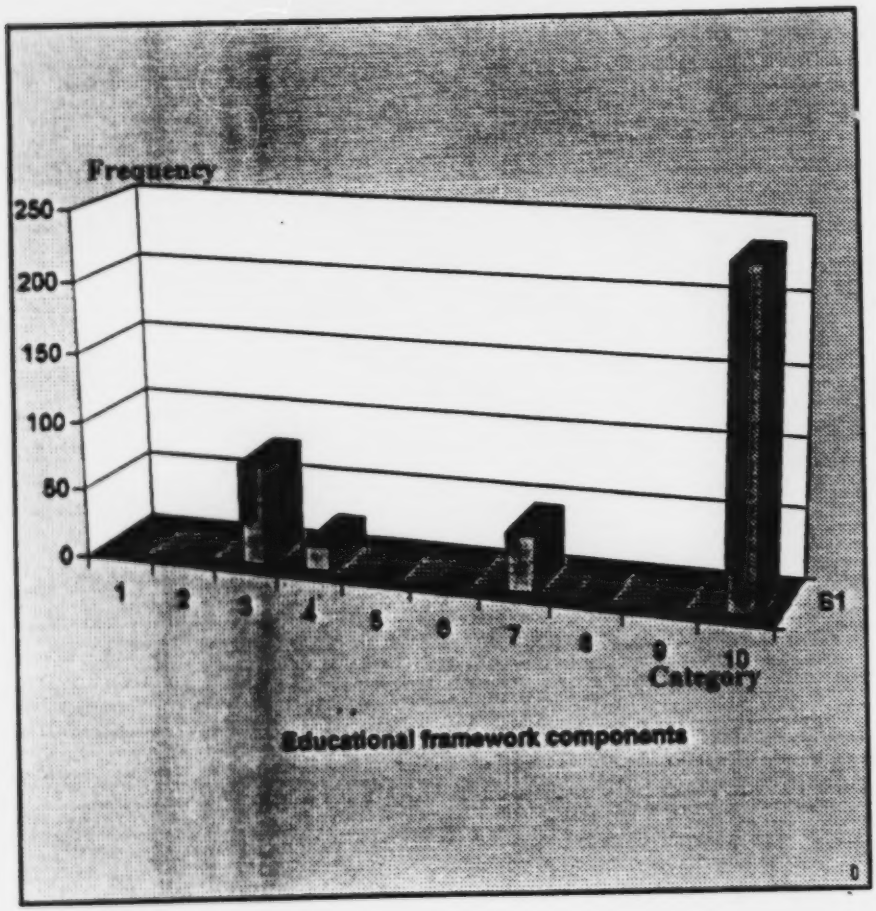

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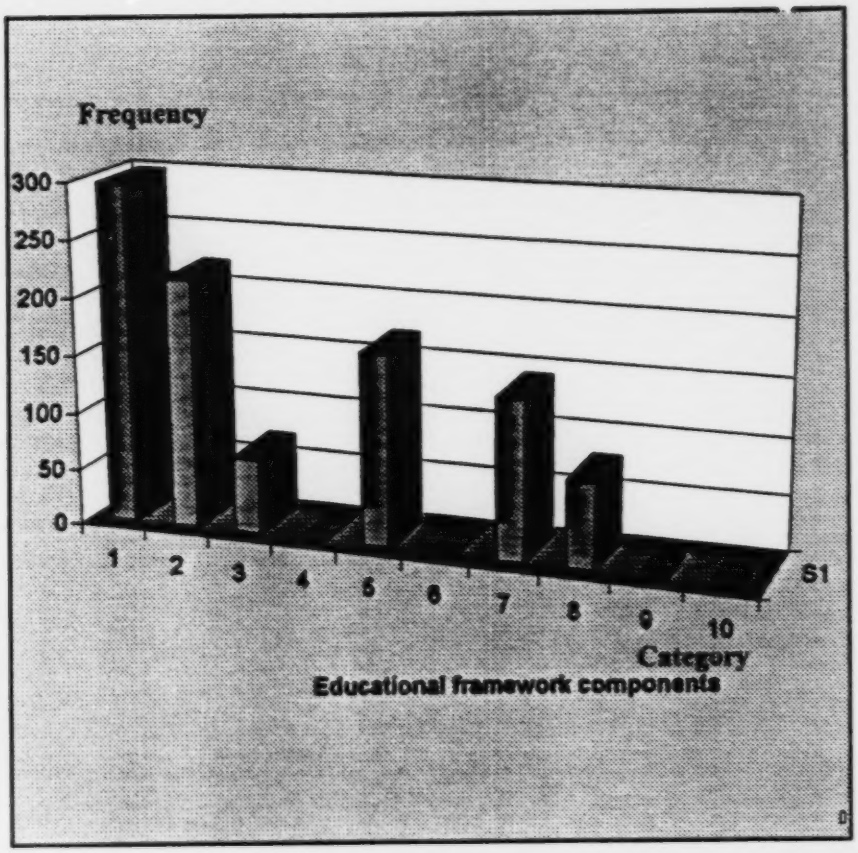
Table 11. A summary of items with the highest frequencies in *School-to-Work Opportunities Act Workshop*, The American Association of Community Colleges. 1994, pp. 1-62.

Item	Frequency (FRQ)	Percent (%)
1. State(s)	359	1.919
2. School(s)	297	1.588
3. Work	218	1.167
4. Program(s)	190	1.015
5. Local	187	0.999
6. Student(s)	187	0.999
7. Act	168	0.897
8. Partnership(s)	141	0.754
9. Education	136	0.727
10. Opportunities	124	0.663
11. Secretaries	94	0.503
12. Training	77	0.411
13. Plan(s)	70	0.375
14. Application(s)	69	0.369
15. Career(s)	68	0.363
16. Activities	67	0.358
17. Development	66	0.352
18. Grants	65	0.348
19. Learning	64	0.342
20. Funds	63	0.337

Figure 11. School-to-Work Opportunities Act Workshop.



Category Key

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6. professional development
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Table 12. A summary of items with the highest frequency (FRQ) in *School- to-Work Opportunities*, U.S. Department of Education, U.S. Department of Labor National School-to-Work Opportunities Office, June 1995.

Item	Frequency (FRQ)	Percent (%)
1. School(s)	153	2.696
2. Work	113	1.992
3. Student(s)	85	1.498
4. Learning	72	1.269
5. Programs	59	1.040
6. Career(s)	49	0.863
7. Education	38	0.670
8. Opportunities	33	0.581
9. Workplace(s)	28	0.493
10. Skills	27	0.476
11. Business	24	0.423
12. People	22	0.388
13. Academic	22	0.388
14. Job(s)	22	0.388
15. College(s)	21	0.370
16. Training	20	0.352
17. Local	18	0.317
18. Young	18	0.317
19. Act	16	0.282
20. Employers	16	0.282

Figure 12. School-to-Work Opportunities.

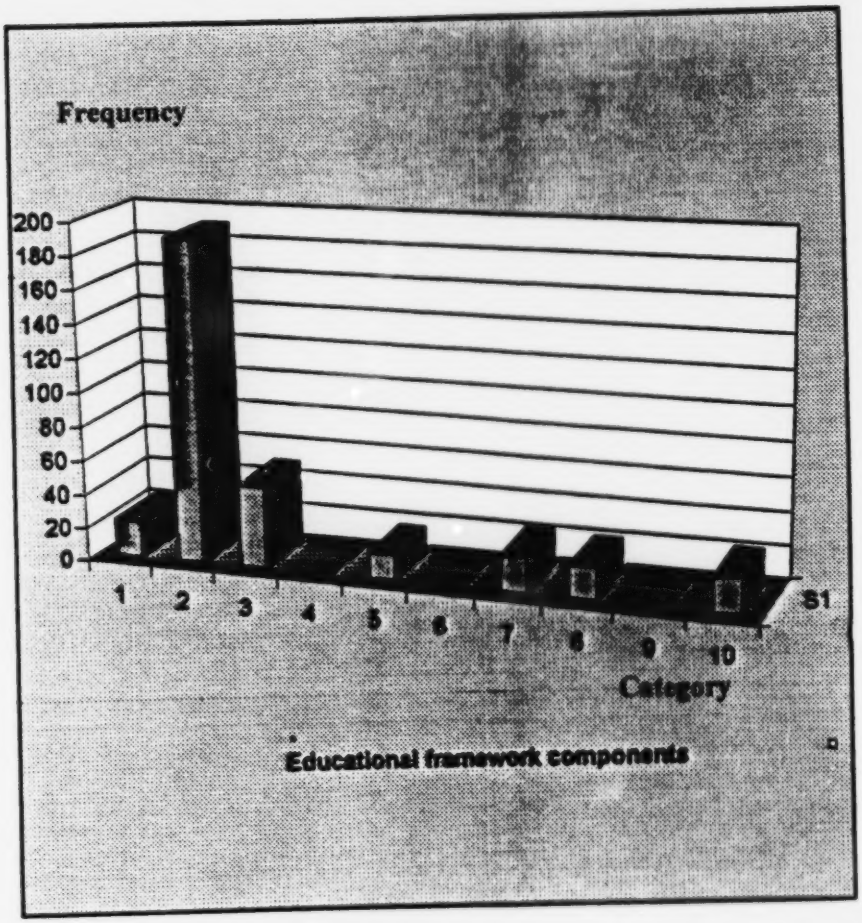

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Table 13. A summary of items with the highest frequencies in *Ohio's Future at Work: FY94 Progress Report Action Plan for Accelerating Modernization of Vocational Education in Ohio*. Ohio Department of Education, Division of Vocational and Adult Education, July, 1995.

Item	Frequency (FRQ)	Percent (%)
1. Education	181	2.795
2. Vocational	173	2.671
3. Program(s)	119	1.837
4. Ohio	89	1.375
5. Student(s)	80	1.234
6. Plan(s)	61	0.942
7. Career	54	0.833
8. VEPD	53	0.818
9. Work	47	0.726
10. State	43	0.663
11. Development	39	0.602
12. School(s)	37	0.571
13. Adult(s)	28	0.432
14. System	26	0.401
15. Business(es)	25	0.386
16. Academic(s)	24	0.370
17. Occupational	23	0.355
18. Goals	22	0.340
19. Industry	21	0.324
20. Assessment	21	0.324

Figure 13. Ohio's Future at Work: FY94 Progress Report Action Plan for Accelerating Modernization of Vocational Education in Ohio.

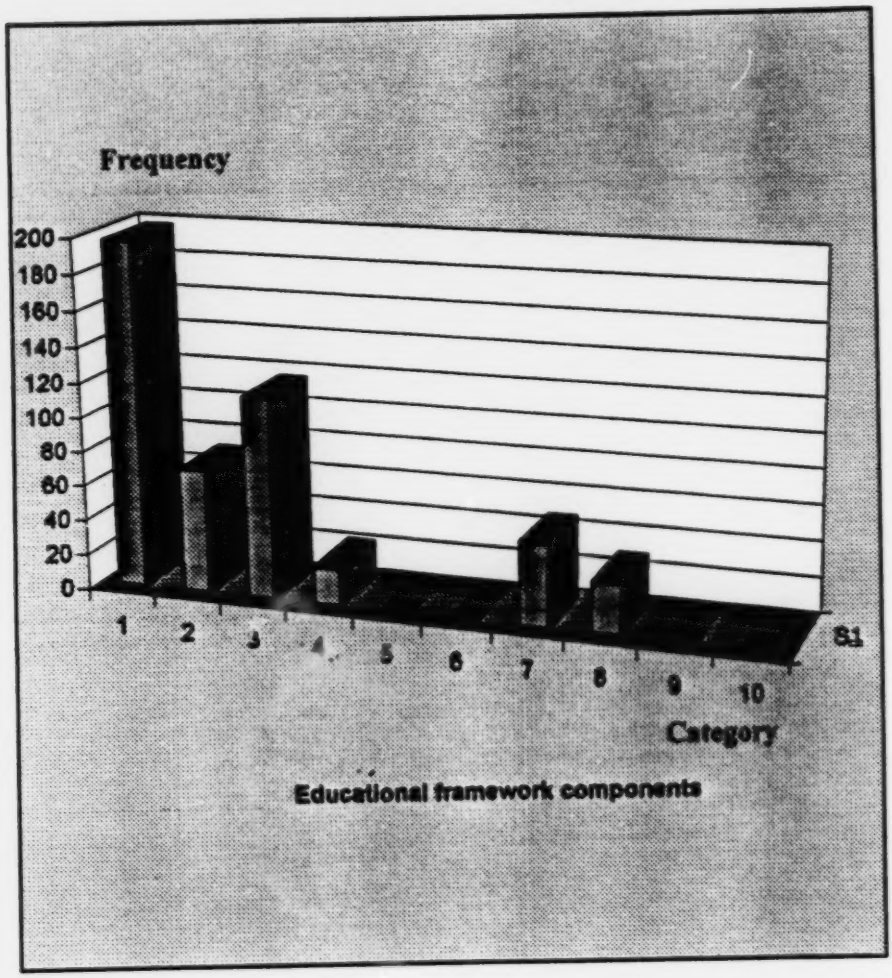

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Table 14. A summary of items with the highest frequency (FRQ) in *Ohio's Career Development Blueprint: Individual Career Plan: K-5, Middle-School, High School.* Ohio Department of Education.

Item	Frequency (FRQ)	Percent (%)
1. Career(s)	174	2.164
2. Goal(s)	130	1.616
3. Skills	87	1.082
4. Learner(s)	83	1.032
5. Activities	82	1.020
6. Student(s)	78	0.970
7. Indicator(s)	77	0.958
8. Demonstrate	77	0.958
9. Work	68	0.846
10. Vocational	66	0.820
11. Personal	61	0.759
12. ICP (Individual Career Plan)	58	0.721
13. Individual	53	0.659
14. School(s)	52	0.647
15. Community	49	0.609
16. Document(s)	48	0.597
17. Education	38	0.472
18. Occupational	37	0.460
19. Educational	34	0.423
20. Process(es)	35	0.435

Figure 14. Ohio's Career Development Blueprint: Individual Career Plan: K-5, Middle School, High School.

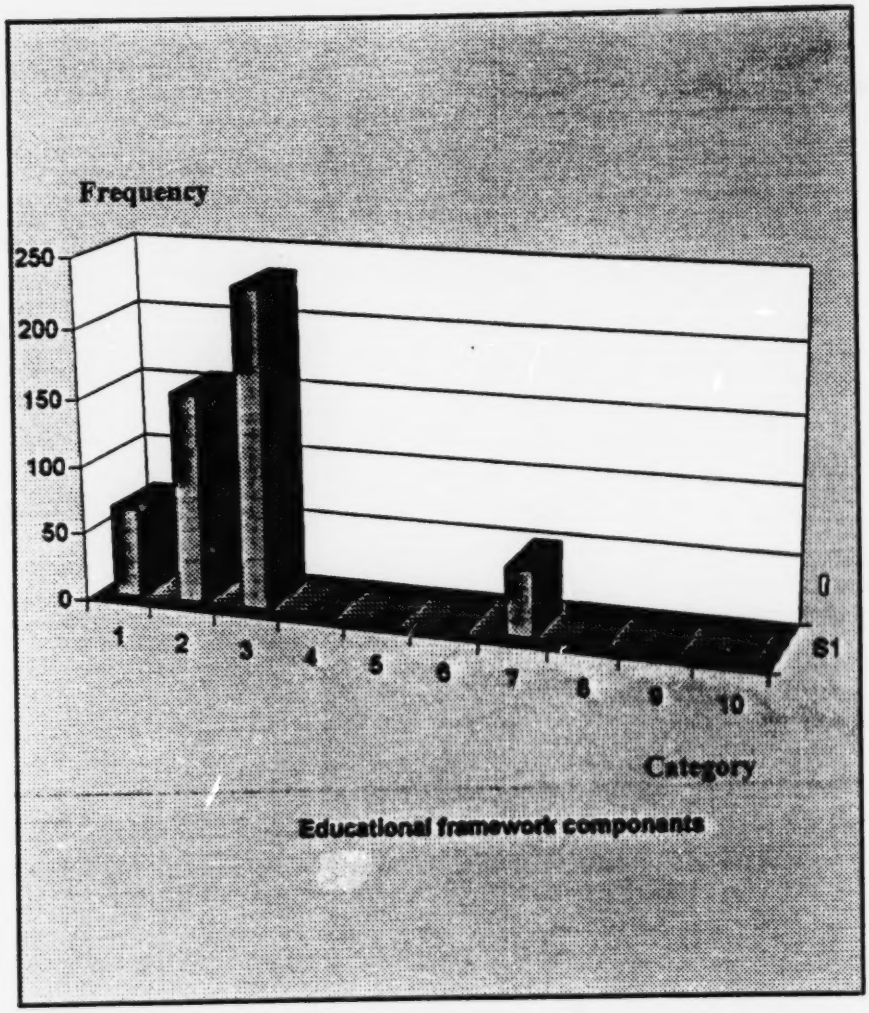

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Table 15. A summary of items with the highest frequency (FRQ) in the *Report of the Regent's Advisory Committee on Faculty Workload: The Evaluation & Reward of Teaching*, Ohio Board of Regents, June, 1994.

Item	Frequency (FRQ)	Percent (%)
1. Teaching	243	3.326
2. Faculty	220	3.012
3. University	86	1.179
4. Student(s)	71	0.972
5. Development	66	0.904
6. State(s)	55	0.753
7. Department(s)	54	0.740
8. Education	46	0.629
9. Program(s)	44	0.602
10. Evaluation(s)	43	0.589
11. Undergraduate	42	0.575
12. College(s)	40	0.548
13. Strategies	35	0.479
14. Committee(s)	35	0.479
15. Research	33	0.452
16. Change	33	0.452
17. Support	31	0.439
18. Reward	30	0.411
19. Graduate	29	0.397
20. Learning	23	0.602

Figure 15. Report of the Regent's Advisory Committee on Faculty Workload: The Evaluation & Reward of Teaching.

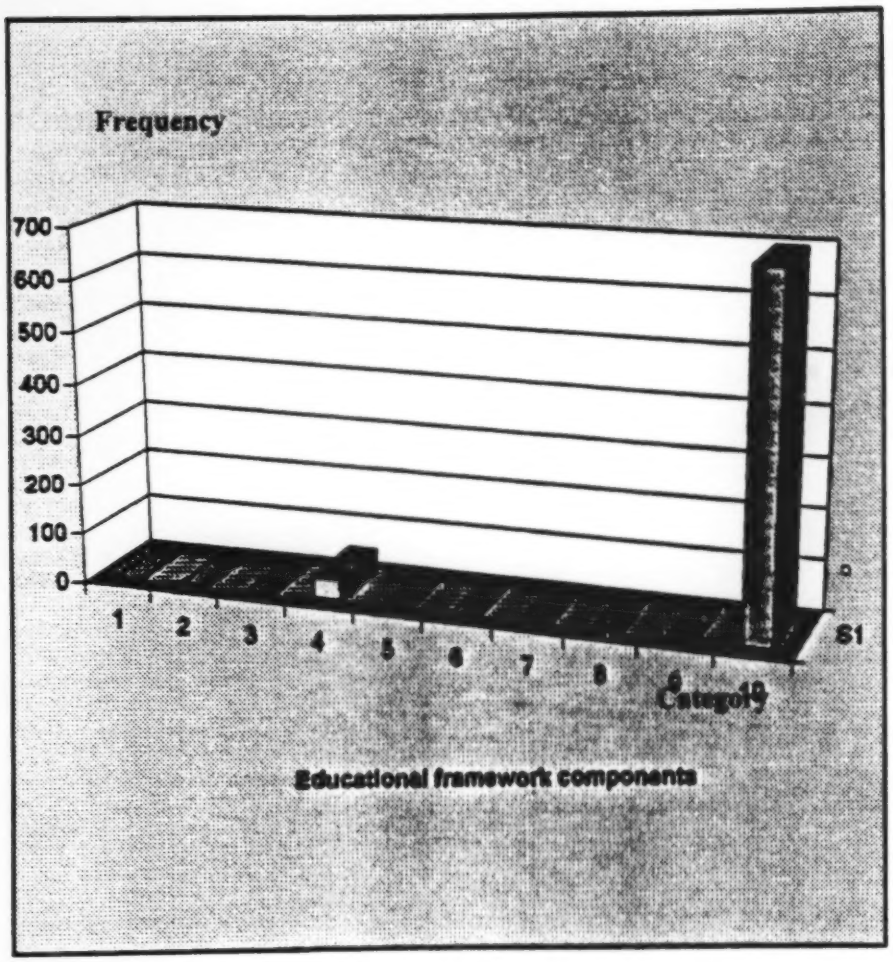

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Table 16. A summary of items with the highest frequency (FRQ) in *Building a School-to-Work System in the State of Ohio: The State of Ohio's Application for a School-to-Work Opportunities Act Implementation Grant*, June 1995.

Item	Frequency (FRQ)	Percent (%)
1. Ohio	539	1.613
2. State	393	1.177
3. STW	370	1.107
4. School	309	0.925
5. System(s)	298	0.892
6. Student(s)	296	0.887
7. Work	266	0.796
8. Development	235	0.703
9. Career	220	0.659
10. Local	219	0.656
11. Implementation	188	0.563
12. Opportunities	182	0.545
13. Education	167	0.500
14. Grant	155	0.464
15. Learning	145	0.434
16. Act	144	0.431
17. Regional	133	0.398
18. Partnerships	128	0.383
19. Training	123	0.368
20. Application	113	0.338

Figure 16. Building a School-to-Work System in the State of Ohio: The State of Ohio's Application for a School-to-Work Opportunities Act Implementation Grant.

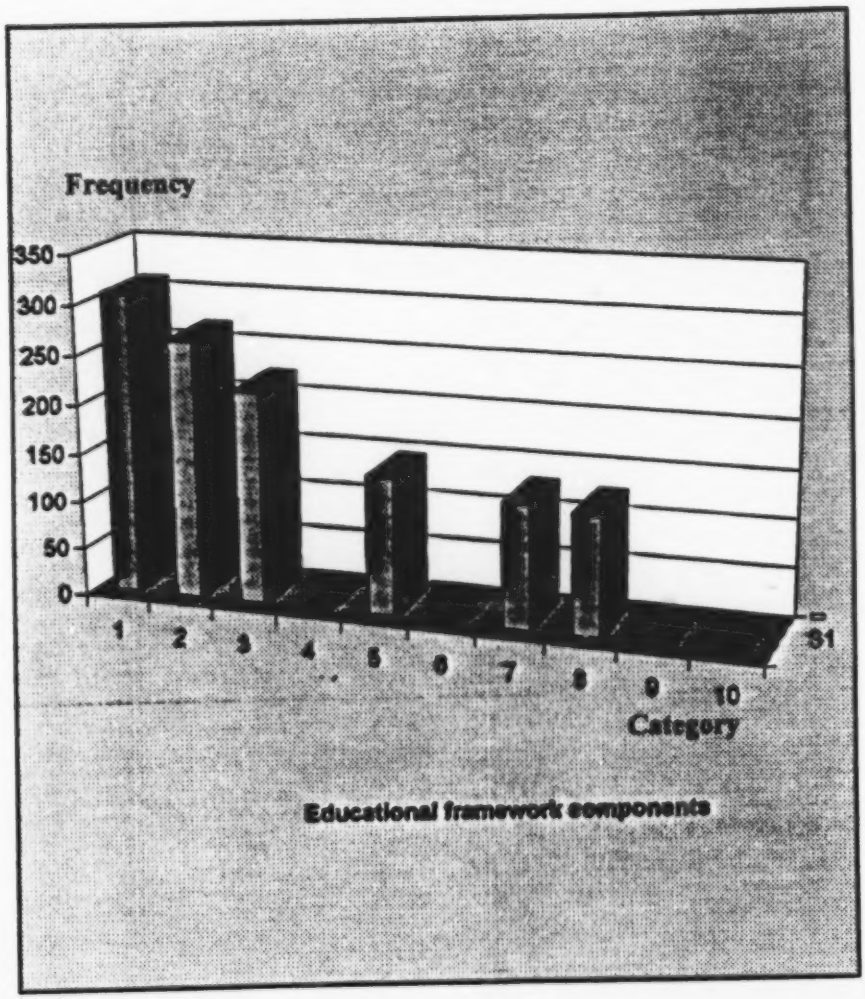

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Table 17. A summary of items with the highest frequency (FRQ) in *Making the Grade with a New Generation of Schools: BEST's Education Improvement Agenda for Ohio*, and *Every Child Counts: Quality Education: The Key to Ohio's Future*, BEST.

Item	Frequency (FRQ)	Percent (%)
1. Education	53	2.825
2. School(s)	45	2.399
3. Ohio	27	1.439
4. Child/Children	26	1.386
5. BEST('s)	21	1.120
6. Student	20	1.067
7. Improvement	16	0.853
8. High	14	0.747
9. Performance	14	0.747
10. Teachers	14	0.747
11. Members	13	0.694
12. Support	12	0.640
13. Educators	11	0.587
14. System	11	0.586
15. Communities	11	0.586
16. Quality	10	0.533
17. Results	10	0.533
18. Parents	9	0.480
19. Improve	9	0.480
20. Standards	8	0.427

Figure 17. Making the Grade with a New Generation of Schools: BEST's Education Improvement Agenda for Ohio; Every Child Counts: Quality Education: The Key to Ohio's Future.

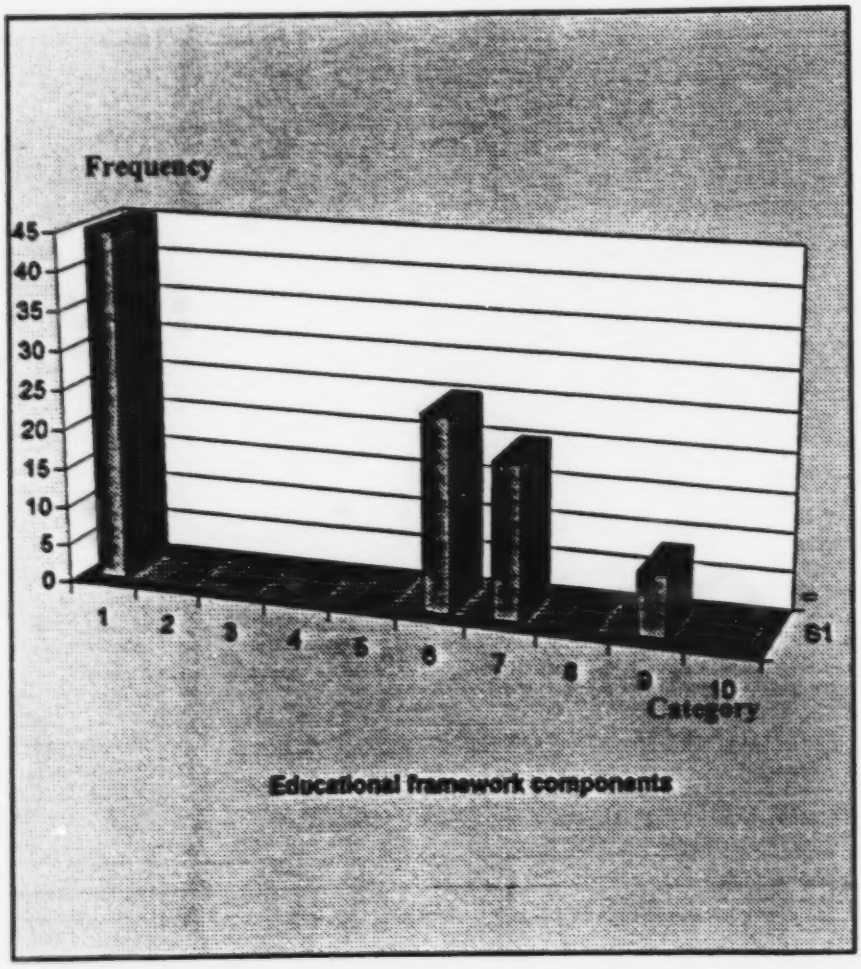

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Table 18. A summary of items with the highest frequency (FRQ) in *Tech-Prep: Federal & Ohio Guidelines, April 1994*. Ohio Department of Education & the Ohio Board of Regents.

Item	Frequency (FRQ)	Percent (%)
1. Program	38	3.242
2. Prep	27	2.304
3. Tech	24	2.048
4. Education	18	1.536
5. Postsecondary	18	1.536
6. Student(s)	17	1.451
7. Technical	15	1.280
8. School(s)	12	1.024
9. Grade	11	0.939
10. Career(s)	11	0.938
11. Ohio	11	0.938
12. Degree	10	0.853
13. Secondary	10	0.853
14. Work	10	0.853
15. Occupational	9	0.768
16. College(s)	8	0.683
17. Competency	8	0.683
18. Academic(s)	8	0.683
19. Competencies	8	0.683
20. Apprenticeship	7	0.597

Figure 18. Tech-Prep: Federal & Ohio Guidelines.

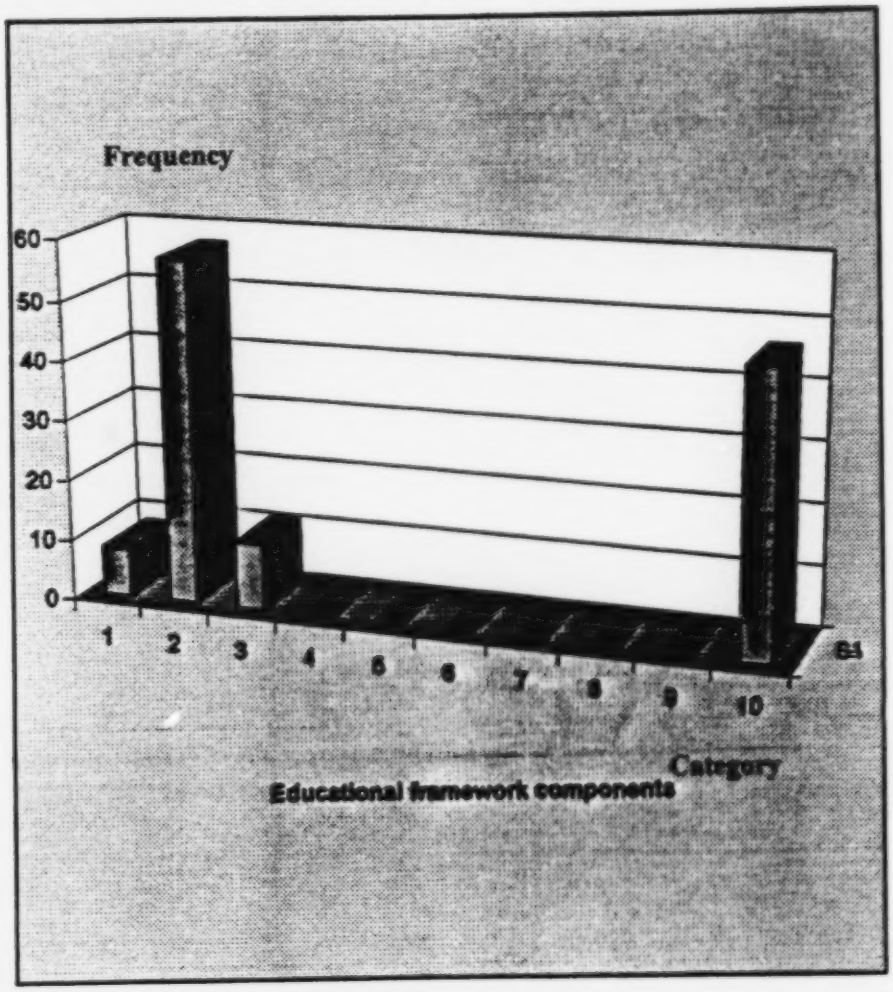

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Table 19. A summary of items with the highest frequencies in *Transfer Just Got Easier: The Articulation & Transfer Policy for Ohio's Colleges*, 1993, The Ohio Board of Regents.

Item	Frequency (FRQ)	Percent (%)
1. Student(s)	17	4.018
2. Transfer	13	3.073
3. Appeal(s)	12	2.837
4. Review	7	1.655
5. College	6	1.418
6. University	6	1.418
7. Committee(s)	6	1.418
8. Education	4	0.946
9. Institutional	4	0.946
10. Process	4	0.946
11. General	4	0.946
12. Requirements	4	0.946
13. Decision	3	0.709
14. Module	3	0.709
15. Ohio	3	0.709
16. Admission	3	0.709
17. Advisory	2	0.473
18. Credits	2	0.473
19. Criteria	2	0.473
20. Degree	2	0.473

Figure 19. Transfer Just Got Easier: The Articulation & Transfer Policy for Ohio's Colleges.

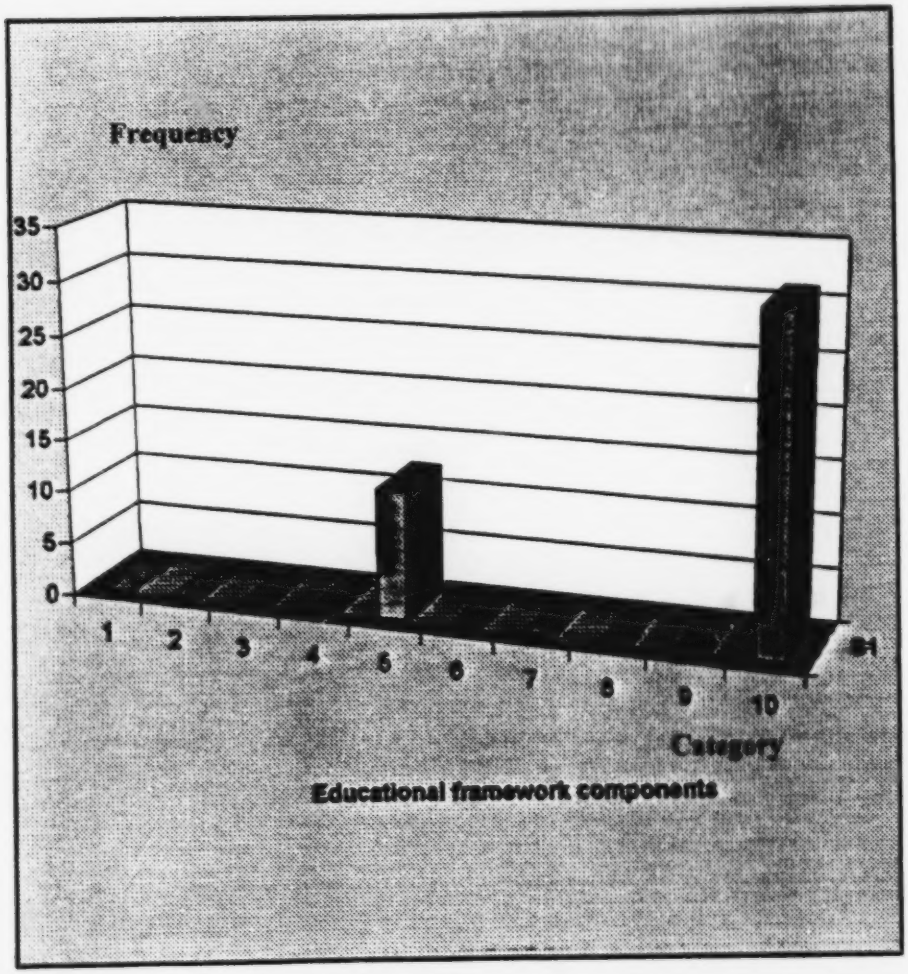

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Table 20. A summary of items with the highest frequency (FRQ) *in Ohio's Application for an Implementation Grant under Goals 2000: Educate America Act: Title III State and Local Education Systemic Improvement,* Ohio Department of Education.

Item	Frequency (FRQ)	Percent (%)
1. State(s)	282	1.780
2. School(s)	258	1.627
3. Education	247	1.558
4. Ohio	142	0.896
5. Standards	137	0.864
6. Improvement	123	0.776
7. Student	117	0.738
8. Plan(s)	95	0.599
9. Goals	86	0.543
10. Teacher	83	0.524
11. Local	78	0.492
12. National	74	0.467
13. Development	68	0.429
14. Support	58	0.366
15. Performance	54	0.341
16. Board	52	0.329
17. Panel(s)	50	0.316
18. Community	50	0.316
19. Professional	50	0.316
20. Funds	45	0.284

Figure 20. Ohio's Application for an Implementation Grant under Goals 2000: Educate America Act: Title III State and Local Education Systemic Improvement.

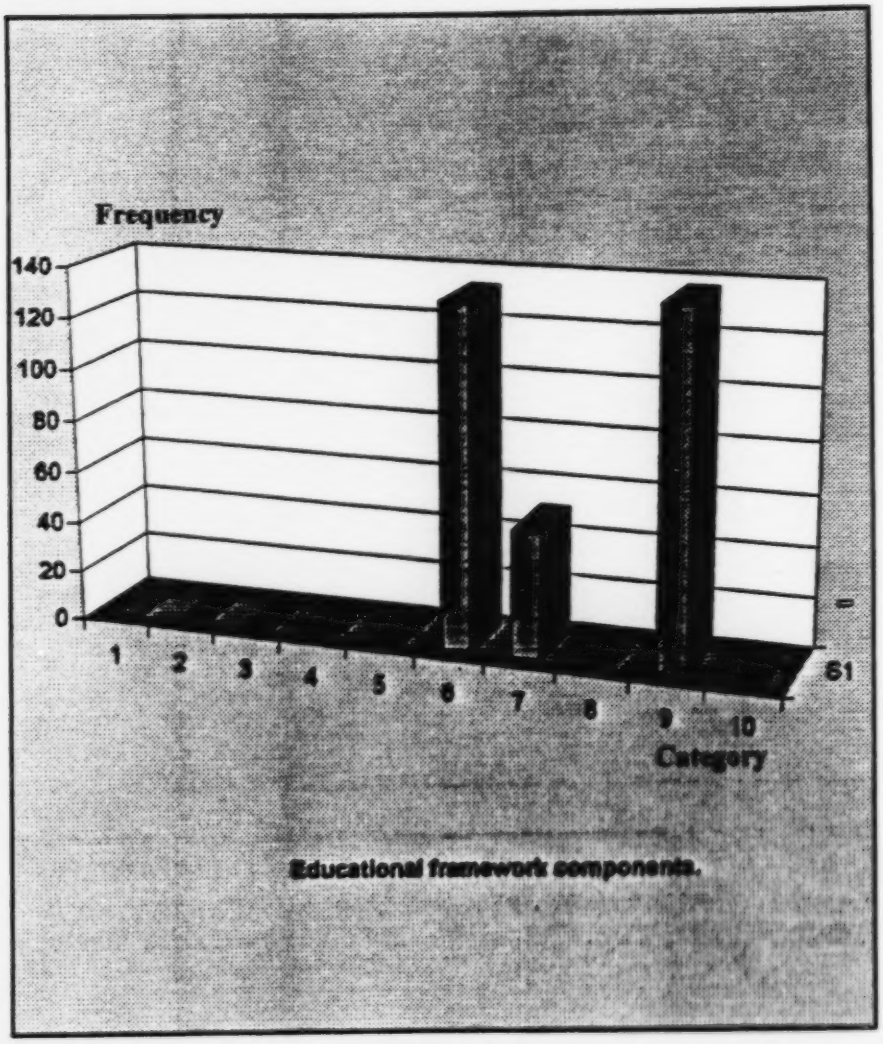

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Table 21. A summary of items with the highest frequency (FRQ) in *Model Competency-Based Language Arts Program.* 1992. Ohio Department of Education. Division of Curriculum, Instruction, and Professional Development.

Item	Frequency (FRQ)	Percent (%)
1. Writing	298	1.068
2. Reading	271	0.970
3. Grade(s)	205	0.731
4. Learner(s)	204	0.726
5. Information	163	0.586
6. Student(s)	160	0.577
7. Listening	150	0.539
8. Language(s)	149	0.530
9. Oral	130	0.467
10. Read	115	0.414
11. Group	109	0.392
12. Demonstrate(s)	102	0.364
13. Ability	95	0.337
14. Story	93	0.332
15. Knowledge	85	0.308
16. Strategies	81	0.290
17. Objectives	80	0.284
18. Words	73	0.262
19. Education	67	0.240
20. Performance	66	0.235

Figure 21. Model Competency-Based Language Arts Program.

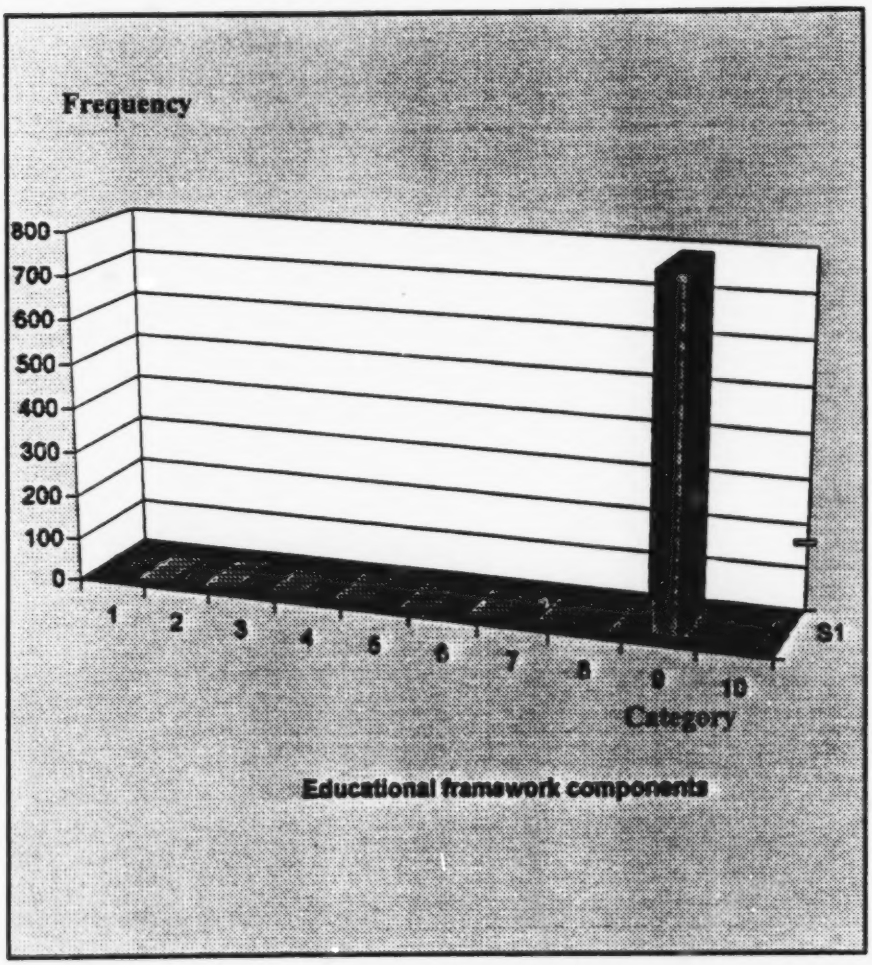

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Table 22. A summary of items with the highest frequency (FRQ) in *Science: Ohio's Model Competency-Based Program- Scientific Literacy for the 21st Century*. 1994. Ohio Department of Education.

Item	Frequency (FRQ)	Percent (%)
1. Science(s)	233	2.347
2. Objectives	111	1.119
3. Instructional	89	0.897
4. Scientific	80	0.806
5. Model	73	0.736
6. Program	70	0.706
7. School(s)	70	0.706
8. Students	69	0.695
9. Performance	60	0.604
10. Education	59	0.594
11. Learning	56	0.564
12. Grade	45	0.454
13. District	44	0.443
14. Assessment(s)	44	0.443
15. Knowledge	44	0.443
16. Local	40	0.403
17. Ideas	38	0.383
18. Curriculum	35	0.353
19. Division	33	0.333
20. Development	30	0.302

Figure 22. Ohio's Competency-Based Program in Science.

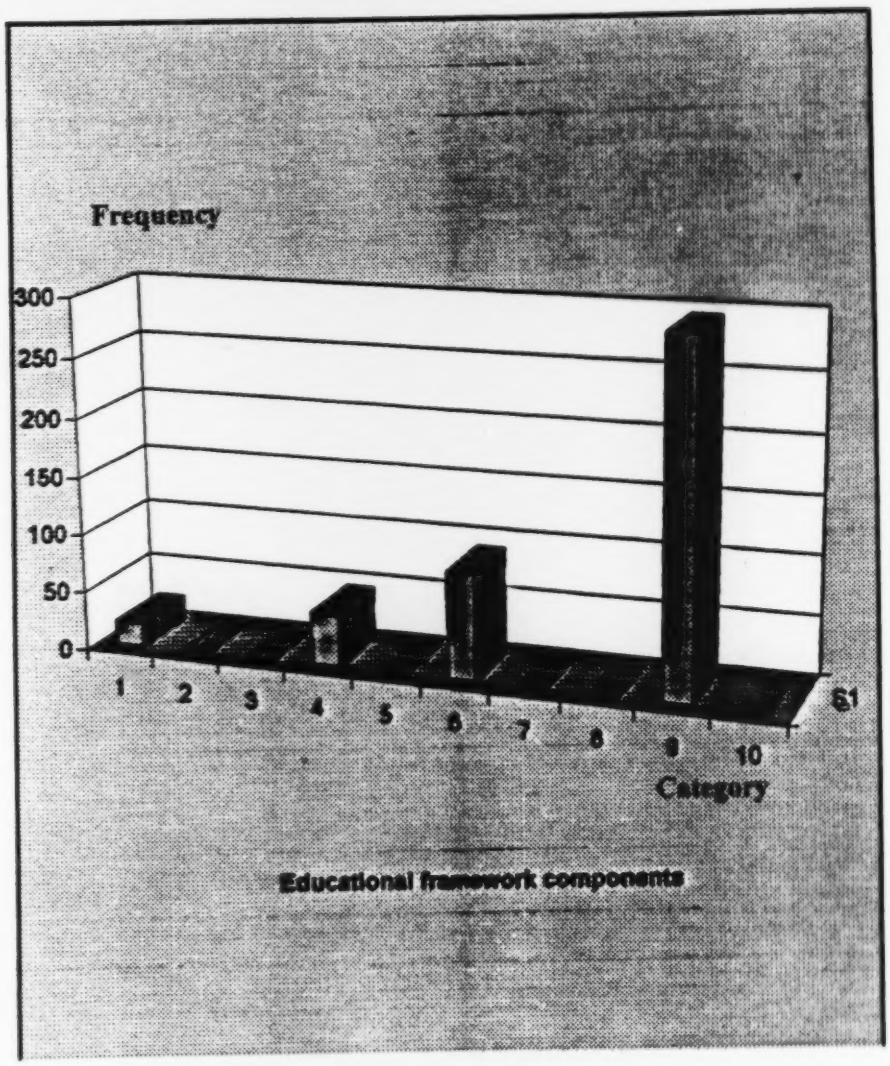

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Table 23. A summary of items with the highest frequency (FRQ) in *Model Competency-Based Mathematics Program*. 1990. Ohio Departmentof Education, Division of Curriculum, Instruction, and Professional Development.

Item	Frequency (FRQ)	Percent (%)
1. Student(s)	512	1.363
2. Numbers	386	1.031
3. Problem(s)	358	0.954
4. Grade(s)	289	0.771
5. Strand(s)	190	0.507
6. Mathematics	181	0.482
7. Objectives	121	0.323
8. Addition	115	0.306
9. Solution(s)	113	0.301
10. Curriculum	110	0.293
11. School(s)	106	0.283
12. Objects	105	0.280
13. Figures	95	0.253
14. Solve	92	0.246
15. Functions	90	0.240
16. Intervention	88	0.235
17. Fractions	84	0.224
18. Patterns	78	0.209
19. Graphs	74	0.197
20. Data	73	0.194

Figure 23. Model Competency-Based Program in Mathematics.

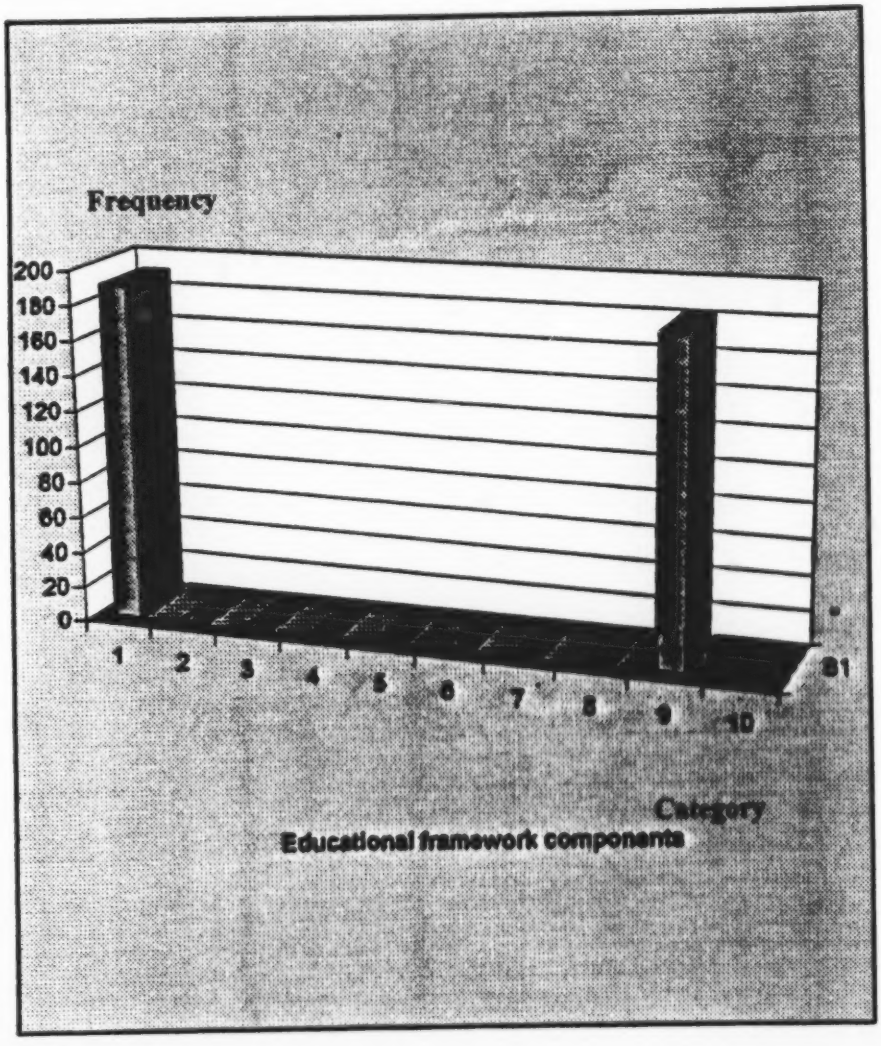

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Table 24. A summary of items with the highest frequency (FRQ) in *Gathering Momentum! Transition from School to Work: Featuring Profiles of 23 Ohio Programs.* Ohio Council on Vocational Education FY 1995.

Item	Frequency (FRQ)	Percent (%)
1. School	134	2.335
2. Work	94	1.640
3. Programs	75	1.308
4. Students	62	1.080
5. Education	49	0.855
6. System	42	0.732
7. Ohio	40	0.698
8. Vocational	27	0.471
9. STW	25	0.436
10. Labor	25	0.436
11. Career	20	0.349
12. Development	16	0.279
13. Training	16	0.279
14. Business(es)	16	0.279
15. Act	15	0.262
16. Standards	14	0.244
17. College(s)	14	0.244
18. Employers	14	0.244
19.		
20.		

Figure 24. Gathering Momentum! Transition from School to Work: Featuring Profiles of 23 Ohio Programs.

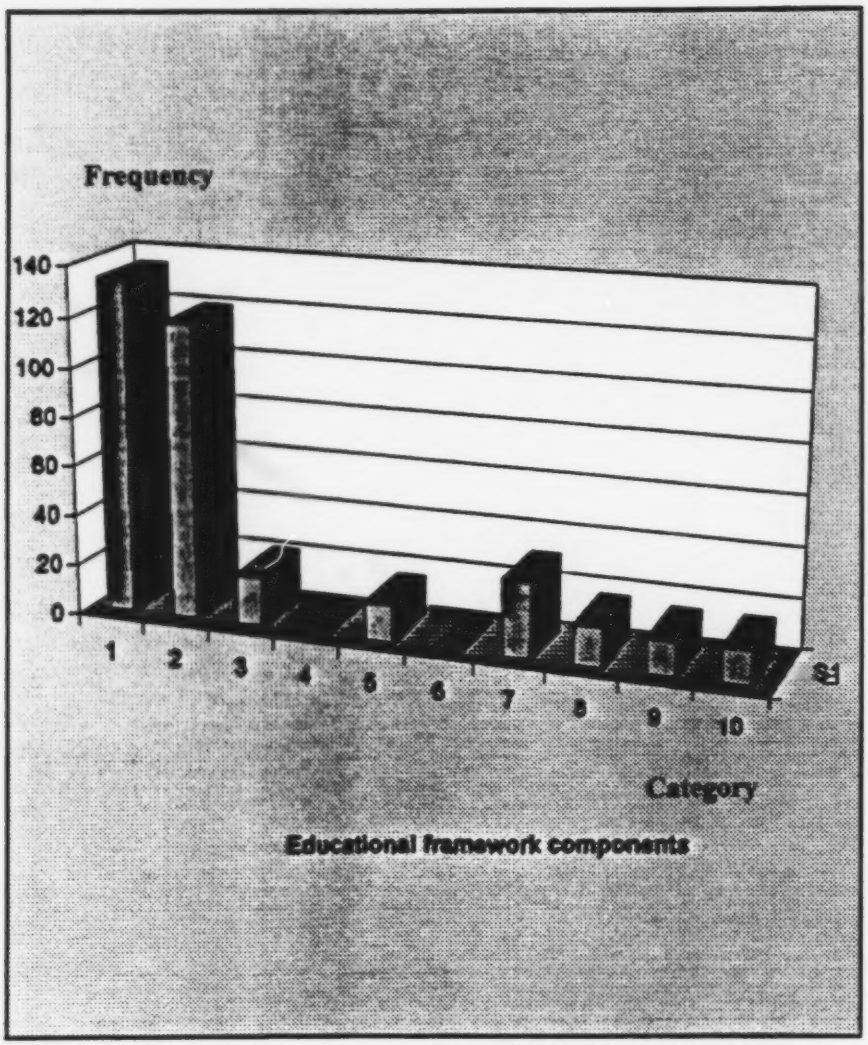

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Table 25. A summary of items with the highest frequency (FRQ) in *Proposed Teacher Education and Licensure Standards.* Ohio Department of Education Division of Teacher Education and Certification, February 1994.

Item	Frequency (FRQ)	Percent (%)
1. Teacher	198	2.473
2. License(s)	108	1.349
3. Students	105	1.309
4. Education	99	1.237
5. Professionals	94	1.172
6. Learning	77	0.959
7. Teaching	73	0.912
8. Schools	73	0.912
9. Programs	54	0.673
10. Development	51	0.633
11. Individual	41	0.512
12. Standards	35	0.435
13. Approved	34	0.374
14. Board	30	0.374
15. Valid	29	0.362
16. Issued	28	0.350
17. Classroom	27	0.337
18. Learners	27	0.337
19. Entry	26	0.324
20. Degree	25	0.312

Figure 25. Proposed Teacher Education and Licensure Standards.

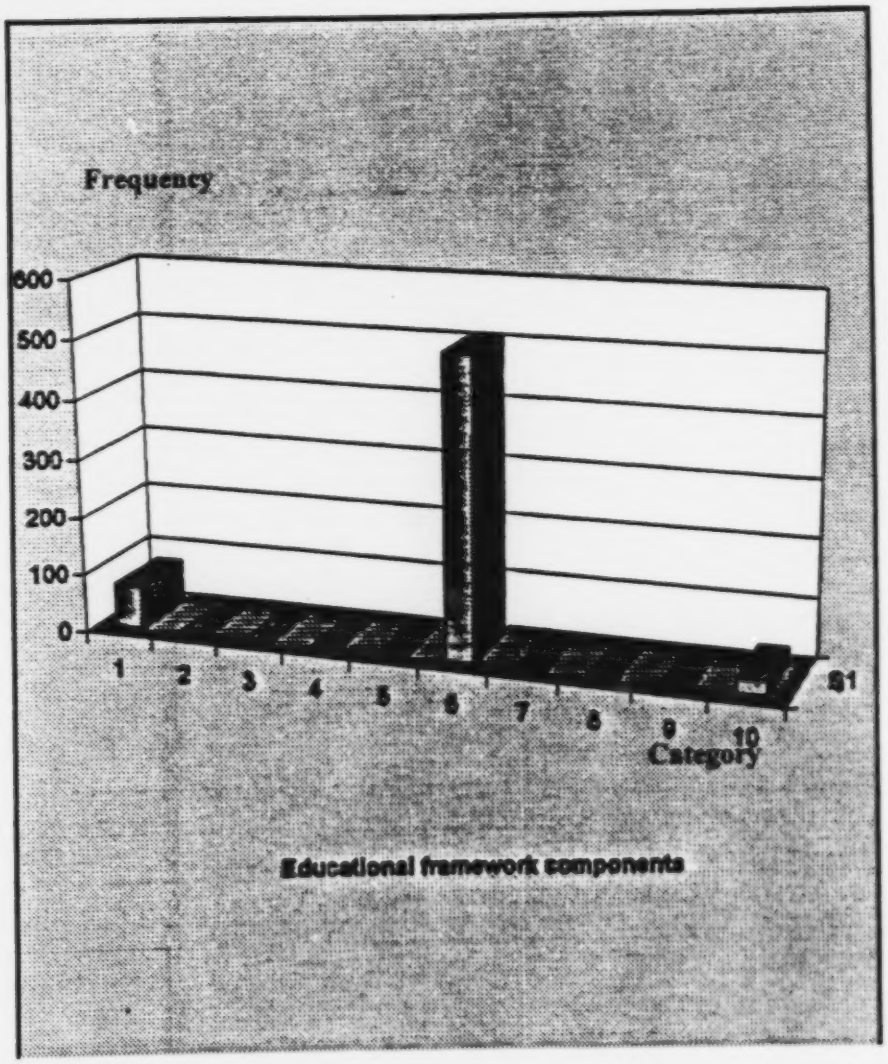

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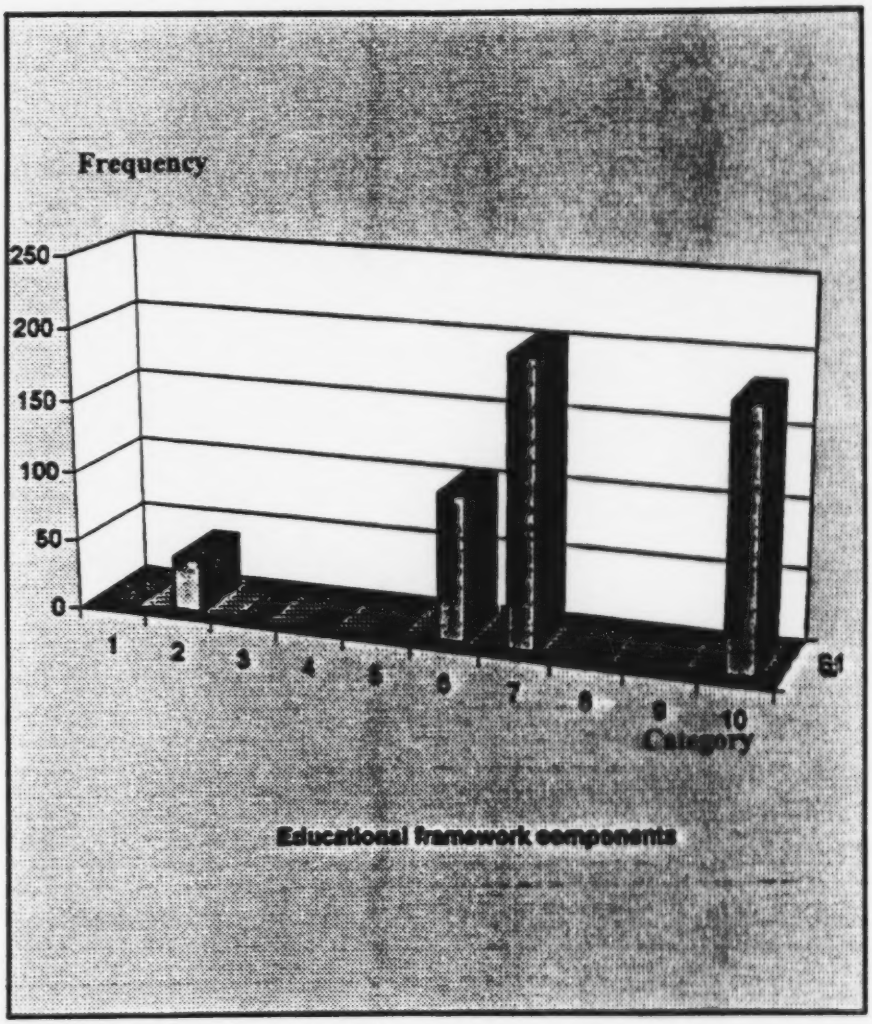
Table 26. A summary of items with the highest frequency (FRQ) in *Technology in the Learning Communities of Tomorrow: Beginning the Transformation.* A Report of the Ohio Technology In Education Steering Committee, March 1996.

Item	Frequency (FRQ)	Percent (%)
1. Learning	255	1.355
2. Technology	182	0.967
3. Community	160	0.851
4. Education	159	0.842
5. Educators	104	0.553
6. Learners	95	0.505
7. Educational	83	0.440
8. Change	80	0.425
9. Development	74	0.394
10. Students	74	0.394
11. Need	74	0.394
12. Information	62	0.329
13. State	57	0.303
14. Group	57	0.303
15. Professional	52	0.276
16. Vision	51	0.271
17. Knowledge	48	0.255
18. Approaches	46	0.244
19. Public	41	0.218
20. Work	38	0.203

Figure 26. Technology in the Learning Communities of Tomorrow: Beginning the Transformation.



Category Key

1. school-based learning
2. work-based learning
3. connecting activities
4. assessment & evaluation
5. policy & legislation
6. professional development
7. parental & community involvement
8. lifelong learning
9. learner standards
10. higher education

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Table 27. A summary of items with the highest frequency (FRQ) in *School-to-Work Opportunities Act of 1994: Public Law 103-239*. 103d Congress, May, 1994.

Item	Frequency (FRQ)	Percent (%)
1. Schools	148	2.688
2. Work	94	1.707
3. Programs	89	1.616
4. Students	87	1.580
5. State	82	1.490
6. Opportunities	67	1.217
7. Local	64	1.162
8. Education	46	0.835
9. Partnership	39	0.709
10. Act	38	0.690
11. Learning	38	0.690
12. Careers	36	0.654
13. Skills	33	0.599
14. Training	31	0.563
15. Services	24	0.436
16. Organizations	23	0.399
17. Activities	20	0.363
18. Educational	19	0.345
19. Postsecondary	19	0.345
20. Apprenticeship	17	0.309

Figure 27. School-to-Work Opportunities Act of 1994: Public Law 103-239.

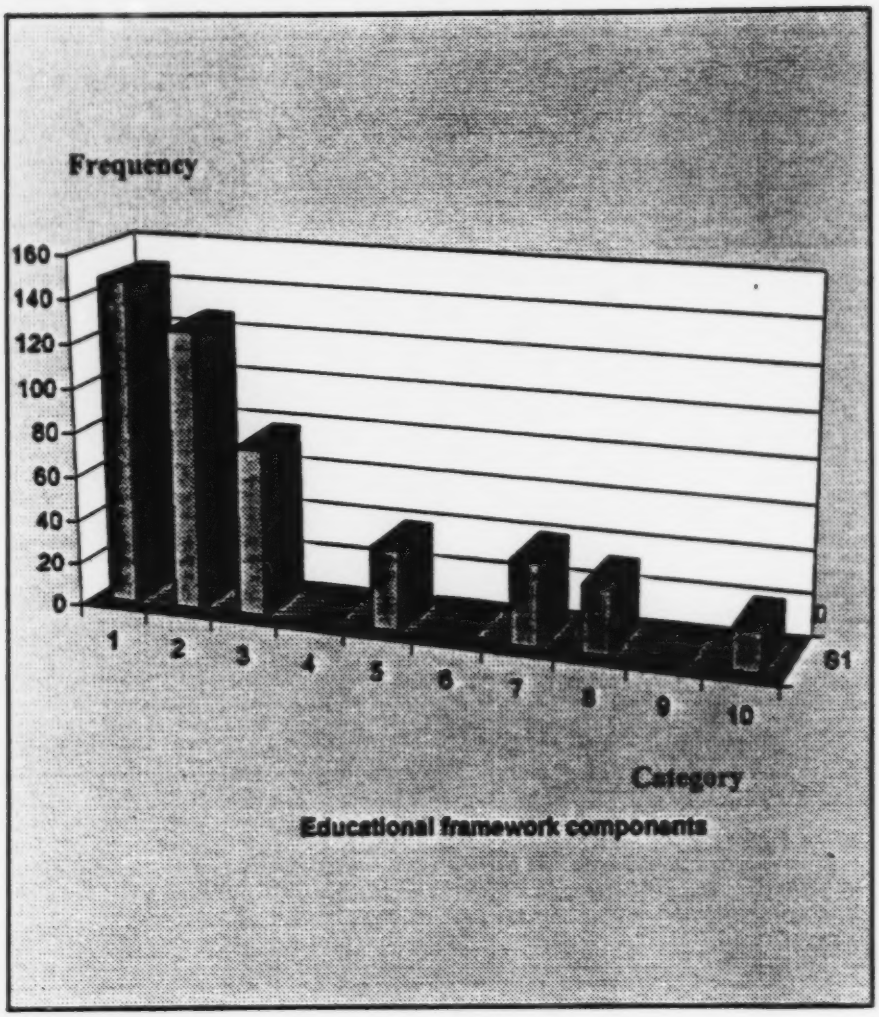

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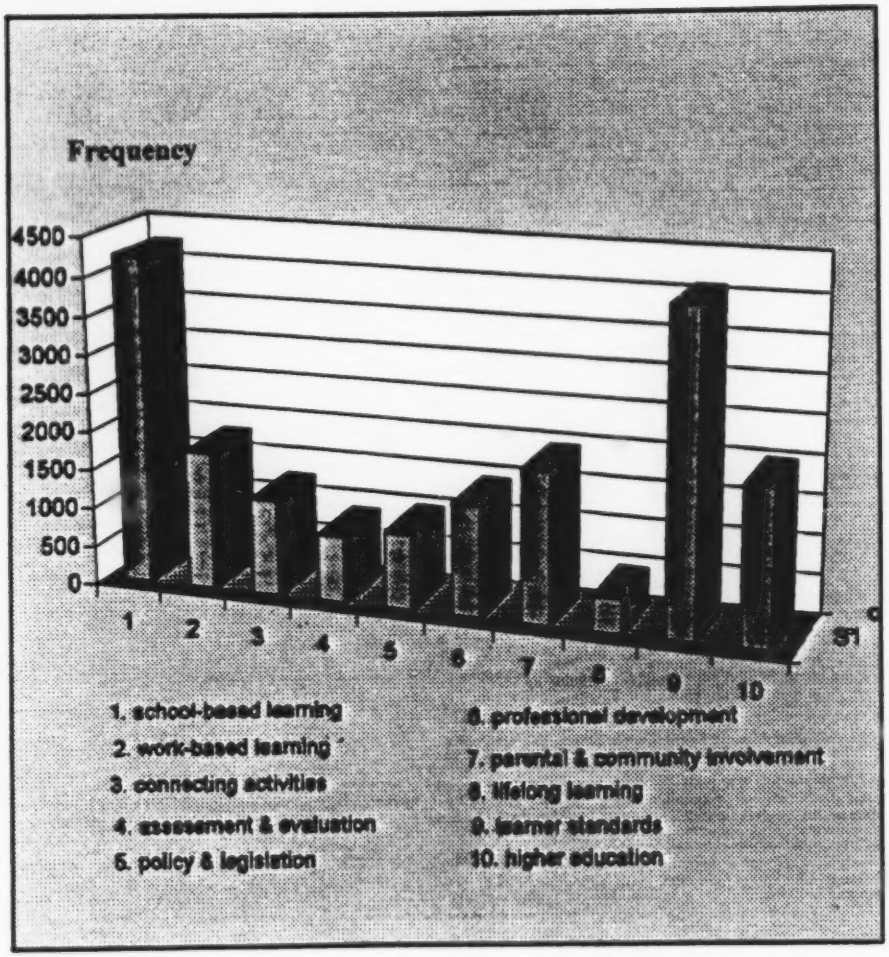
Figure 28. A summary of frequencies (FRQ) of educational framework components in Ohio.



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